![Edinburgh College logo]

Edinburgh College
Equality Outcomes and Mainstreaming Report
2025 to 2029

1 Board of Management Statement

The Edinburgh College Board of Management welcomes the findings of the Equality Outcomes and Mainstreaming Report 2025–2029 and proudly commends the outstanding contributions of our staff at every level for fostering an inclusive environment where both colleagues and students can reach their full potential.

We are encouraged by the notable improvements in student retention and attainment rates across all protected characteristics over the past four years. We are equally pleased that the College has implemented a range of impactful programmes to promote equity for marginalised groups and address operational imbalances. Key initiatives include:

- Decolonising the Curriculum Roadmap – Promoting diverse, inclusive learning materials and perspectives.
- Inclusive Teaching Practices – Embedding accessibility and inclusivity into classroom methodologies.
- Tackling Hate and Misogyny on Campus – Creating safer, more respectful learning spaces.
- Early Engagement Pathways with Schools – Strengthening collaboration to improve access and progression.
- Bespoke Courses for Women – Increasing opportunities in Sport, Data Science, and Computing.
- Comprehensive CPD Programmes – Supporting staff with ongoing professional development in equality and inclusion.
- Positive Action in Employment Practices – Driving equity in recruitment and career progression.

The Board of Management would like to thank the Access and Inclusion Strategy Group (AISG) for their leadership in coordinating efforts to deliver these outcomes. The achievements highlighted in this report are a testament to the creativity, innovation, and dedication of our staff across departments and teams.

Additionally, we, the Board of Management, have taken decisive steps to ensure our governance practices reflect our commitment to inclusion. We have endorsed 23 recommendations proposed by our internal working group and these recommendations are incorporated into the 2024/25 Board Improvement Plan, to strengthen equity, diversity, and inclusion within our leadership practices.

While we celebrate our progress, this report also highlights persistent inequalities and gaps that remain within our College community. Addressing these challenges is a shared responsibility. We are determined to build on our progress and remain committed to closing those gaps over the next four years.

We would welcome your support as an employer, partner, student, staff, or community member to join us in our journey in creating a sustainable College for the future.

If you would like to find out more about how Edinburgh College Board of Management conducts business, please visit [Board and Committee Minutes | Edinburgh College](#).

2   Executive Summary

2.1   Leadership

Edinburgh College's Access and Inclusion Strategy Group (AISG) is a group of cross-college staff and student representatives with a special interest in advancing equality of opportunity and a culture that respects difference. The AISG is responsible for advising, overseeing and monitoring all equality, diversity and inclusion (EDI) matters at the College. It meets regularly and has brought an important focus to progressing equality outcomes.

The College has made positive progress in respect of the equality outcomes through collaboration across faculties and departments, and the Edinburgh College Students' Association (ECSA).

2.2   What we have achieved

- The attainment rates for students of all protected characteristics have improved since the Equality Outcomes and Mainstreaming Report 2021.
- For all enrolments, the attainment rate has improved by 11.81% since 2019/2020 (62.84%) to 74.65% in 2023/2024.
- The most improved group is male students from 61.04% (2019/2020) to 77.30% (2023/2024), an increase of +16.26%.
- Although students of all protected characteristics collectively have made notable improvements, we are conscious of the significant difference for some specific groups in relation to the overall attainment rate: care experience (-16.21%); mental health (-13.30%); trans identity (-8.61%); and disability (-6.60%).
- The participation of additional EDI and other thematic CPD courses by staff has been positive, with 584 participants from August 2022 to July 2024.
- The College has successfully increased the number of female students enrolling in Computing and Data Science courses.
- To read more about the actions taken under each equality outcome, please refer to Progress on Equality Outcomes.

2.3   Equal pay

- The mean pay gaps for gender and disability remain low, both 3.2%. However, the ethnicity mean pay gap is significantly higher at 13.3%.
- There are more female employees than male employees in the salary band of £20,000-£30,000. Similarly, we have a higher concentration of BME employees in this salary band.
- Management within the College comprises 58.6% female employees and 41.4% male employees; however, the gender mean pay gap is 5.1% for this group.

More information is available in Equal Pay Gaps section.

2.4 Equality Outcomes 2025 to 2029

The College will continue its plan to work towards some of the National Equality Outcomes proposed by the Scottish Funding Council and Equality and Human Rights Commission. The outcomes have been updated with new targets and actions. Please refer to Equality Outcomes 2025 to 2029 for more information.

Outcome Number	Outcome Description	Remit	Relevant Characteristics
1	By 2029, the attainment rate for students aged 19 and under will reach 75% (an increase of 5% compared to 2023/2024).	Students	Age
2	By 2029, the retention rate of students who declare a mental health condition will reach 80% and the attainment rate will reach 65% (an increase of 4% compared to 2023/2024)	Students	Disability, Mental Health
3	An increase in the satisfaction rate of disabled students with the overall support and reasonable adjustments received, including from lecturing staff, while on their course.	Students	Disability
4	Employees and students report feeling safe and confident that complaints of violence, harassment, abuse and bias will be dealt with appropriately and sensitively.	Students and Staff	All
5	The representation of employees and Board of Management will align with the population of City of Edinburgh and the wider region.	Board and Staff	All
6	By 2029, the attainment rate for BME students will align with White students and engagement with the Decolonising the Curriculum process will cover 40% of College's courses.	Students	Race
7	Improved engagement and uptake of mental health support by male employees and students (recognising intersectionality within that group).	Students and Staff	Sex, Disability, Mental Health
8	Embed positive action to reduce gender imbalance of each faculty by 5%.	Students	Sex

Outcome Number	Outcome Description	Remit	Relevant Characteristics
9	By 2029, the retention rate for students living in the most deprived postcode areas will reach 84% (an increase of 2% compared to 2023/2024).	Students	Poverty
10	By 2029, the retention rate for care experienced students will reach 80% (an increase of 4% compared to 2023/2024).	Students	Care Experience

2.5 Profile of our Students and Employees

Protected Characteristic	Students (2023/2024)	Employees (01 August 2024)
All	23,159	1,015
Age	41.5% of students are aged 25 and over.	43.5% of employees are aged 50 and over.
Sex	51% of students are females and 43% are males.	57.1% of employees are females and 42.9% are males.
Gender reassignment	1% of students identify as Trans and 1.8% as gender identity being different from birth.	The sample is too small to be disclosed.
Disability	22.3% of students declare that they have a disability.	13.6% of employees declare that they have a disability.
Race	70.22% of students are of White ethnic groups (59.01% White UK and 11.21% White Other), and 12.85% are of BME ethnic groups.	88.2% of employees are of White ethnic groups (76.2% White UK and 12% White Other), and 3.6% are of BME ethnic groups.
Religion or belief	49.86% of students have no religion, 18.4% are Christian, 6.17% are Muslim, and 2.05% are of other faith groups.	47.2% of employees have no religion. 28.8% of employees are of faith groups. Of these, 26.4% are Christian.
Sexual orientation	8.47% of students state their sexual orientation as lesbian, gay, bisexual or other. 4.75% of these identify as bisexual.	5.3% of employees declare that their sexual orientation as lesbian, gay or bisexual.

Protected Characteristic	Students (2023/2024)	Employees (01 August 2024)
Caring responsibilities	0.84% of students have caring responsibility for disabled children, 0.98% have caring responsibility for children, and 3.10% for adults.	23.9% of employees have caring responsibility for children and 6% have caring responsibility for adults.
Socio-economic disadvantage	6.2% of students live in the most deprived postcode areas.	Data is not included in this report.
Care experience	4.05% of students are care-experienced.	The sample is too small to be disclosed.

3   Introduction

Edinburgh College is the largest regional college in Scotland, offering provision to learners across Edinburgh, Midlothian and East Lothian. Our purpose is to inspire futures, transform lives and support communities by providing high quality education, skills and training. Our programmes are delivered from four campuses - Granton, Midlothian, Milton Road and Sighthill, and a wide range of community venues.

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. The College works to provide an inclusive ethos and environment, where everyone feels welcome, supported and respected.

We have a statutory responsibility to meet the requirements of the Equality Act (2010) including the Public Sector Equality Duty (PSED). The PSED requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In addition, the College complies with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 by formally publishing the following every two years:

- Progress on mainstreaming the equality duty
- Equality outcomes and report on progress
- Information of the composition of our employees
- Pay gap information by gender, disability and ethnicity

The Equality Outcomes and Mainstreaming Report 2025 to 2029 aims to provide all information as required above. This report includes our performances from August 2020 to July 2024 to demonstrate our journey in becoming a more inclusive College for our employees and students. This report also contains the new outcomes that we will be working towards in the next four years. To engage with employees and students in shaping the activities for the outcomes, a consultation survey was circulated between November 2024 and January 2025. We will continue to inspire everyone in our College community to support the College in achieving these outcomes.

To access previous equality outcomes and mainstreaming reports, please visit our website Equality Outcomes and Mainstreaming Reports | Edinburgh College. If you require this report in a different format, please contact equality@edinburghcollege.ac.uk.

4   Progress on Equality Outcomes

Edinburgh College originally published six equality outcomes in 2021. These were:

1. Withdrawal rates for disabled students through focusing on a range of more accessible resources will reduce.
2. The number of subject areas with a significant gender imbalance will reduce.
3. Retention for students from deprived backgrounds will improve.
4. Students and staff will feel more supported with their mental health and wellbeing.
5. Retention rates for LGBT students will improve and LGBT students and staff will report improved experiences.
6. Staff and students will be more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.

In 2023, the Scottish Funding Council (SFC) and Equality and Human Rights Commission (EHRC) published a report [Tackling Persistent Inequalities Together](#) to encourage Further and Higher education institutions to adopt the national equality outcomes. The report contains seventeen proposed outcomes. Edinburgh College created a plan to adapt some of the national equality outcomes. Below is a list of ten equality outcomes that Edinburgh College has been working towards to since 2023.

Outcome Number	Outcome Description	Remit	Relevant Characteristics
1	The success rate for students aged under 19 will improve.	Students	Age
2	The success and retention rates of students who declare a mental health condition will improve.	Students	Disability, Mental Health
3	Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from lecturing staff, while on their course.	Students	Disability
4	Employees and students report feeling safe and confident that complaints of violence, harassment, abuse and bias will be dealt with appropriately and sensitively.	Students and Staff	All
5	The representation of employees and Board will align with the population of City of Edinburgh and the wider region.	Board and Staff	All

Outcome Number	Outcome Description	Remit	Relevant Characteristics
6	Have regard to attainment levels by racial group and ensure that our curriculum is diverse and anti-racist.	Students	Race
7	Male employees and students know how to access mental health support (recognising intersectionality within that group).	Students and Staff	Sex, Disability, Mental Health
8	Have regard to significant gender imbalances on courses and take action to address it.	Students	Sex
9	The retention rate for students from deprived backgrounds will improve.	Students	Poverty
10	The retention rate for care experienced students will improve.	Students	Care Experience

The following illustrate our effort and performances for each outcome published in 2023.

Outcome One: The success rate for students aged under 19 will improve.

Actions Taken

The College has been engaging with more than 30 secondary schools, including special schools, and provides sessions in schools to promote the School College Partnership (SCP) programme and transition to College. The participation measure in the City of Edinburgh Council is 93.5%, Midlothian Council is 94% and East Lothian Council is 94.6%, all above the national average of 92.7%, as a result of the Edinburgh Guarantee and Edinburgh College's Developing the Young Workforce (DYW) partnership work.

In March 2024, Edinburgh College Students' Association (ECSA) worked with Class Reps to establish a focus group of students aged 16-19, in order to understand some of the challenges faced by our younger students. The discussion shed some light on the areas they found more challenging. One of these areas was around making friends at the College. The focus group highlighted the importance of icebreakers and suitable extracurricular activities for younger students.

The attainment rate for those aged 19 and under has improved by 9.3% over the past five years.

Attainment Aged 19 and under	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed Successfully	61.03%	54.92%	61.74%	70.66%	70.33%
Null/Covid	2.64%	6.19%	N/A	N/A	N/A
Partial Success	19.06%	17.14%	15.82%	13.34%	14.19%
Unsuccessful	17.27%	21.76%	22.41%	16.00%	15.47%

As a result of the consultation with Class Reps, ECSA added more activities to the social calendar that aim to encourage people to build relationships and get to know each other while still on campus. This has included Sip and Paint activities (crafting with mocktails), video games events, crafting and board games activities. While these events are open to students of all ages, they have attracted our younger students in greater numbers. We envisage that these activities will continue to help making younger students feel welcome at the College, thus improving their retention and success rates.

Outcome Two: The success and retention rates of students who declare a mental health condition will improve.

Actions Taken

Over the course of academic year 2023/24 ECSA worked closely with the Wellbeing team and the Assistant Principal for Student Experience to research, write and launch the new Student Mental Health Agreement. The Agreement, which was launched in May 2024, consists of a series of pledges made by the College and ECSA, relating to student mental health and wellbeing.

The College's Safeguarding and Wellbeing team support students through one-to-ones, wellbeing talks/workshops, lunch time activities, and work in collaboration with all College staff and a range of specialist support organisations, including Penumbra, Sacro Aditi, Health in Mind, I-Thrive, Therapets and various sexual violence support services. The College has been able to provide free, short-term counselling to students who were struggling with their mental health. Students have been able to work with their counsellor in a confidential and therapeutic space, exploring difficult feelings and/or events, finding ways to process them and work on rebuilding resilience and healthy coping strategies.

Performance

The retention rate for students who declare a mental health condition has improved by 2.7% since 2019/2020. The attainment rate has significantly improved by 10.49%.

It is important to note the general attainment rate for all students is 74.65% in 2023/2024, whereas the attainment rate for this group of students is 61.35%, therefore the attainment gap for students who declare a mental health condition remains high at 13.3%.

Retention – Mental Health	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed/Current	73.89%	73.13%	72.08%	77.34%	76.59%
Early Withdrawal	9.71%	7.14%	8.95%	6.92%	5.74%
Further Withdrawal	16.40%	19.73%	18.97%	15.74%	17.67%

Attainment – Mental Health	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed Successfully	50.86%	54.20%	56.57%	63.62%	61.35%
Null/Covid	1.02%	1.97%	N/A	N/A	N/A
Partial Success	22.33%	17.30%	15.42%	13.82%	15.17%
Unsuccessful	25.78%	26.54%	27.97%	22.56%	23.47%

The College and ECSA worked together with NUS's 'Think Positive' campaign group, who provided detailed feedback for the Student Mental Health Agreement, making sure we built ways to measure the impact of our pledges. The five pledges are centred around the following areas: Promotion and Prevention; Direct Mental Health Support; Spaces and Places; Training and Knowledge Exchange; Student and Staff Shared Activities. The College has assembled an Advisory Group which will meet regularly over the next two years to ensure we fulfil these pledges and continue to advocate for the mental health and wellbeing of Edinburgh College's student community.

Outcome Three: Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from lecturing staff, while on their course.

Actions Taken

The College successfully delivers the PDA Teaching Practice in Scotland's Colleges (SCQF Level 9) to lecturers. Every year, it is open to all lecturers and others who are engaged in delivering education and is a requirement for all new lecturers. It is a year-long course involving online workshops and independent learning. This course is subject to the How Good Is Our Learning and Teaching (HGIOLT) internal quality process along with internal and external verification processes. It is regularly updated to ensure our staff receive the latest guidance. Seventy-three lecturers have completed this course over the past four years from 2020/2021 to 2023/2024. In

addition, every year, the College funds eight lecturers to complete Teaching Qualification for Further Education at University of Aberdeen.

These courses are delivered in line with the [Professional Standards for Lecturers in Scotland's Colleges](), jointly developed by College Development Network (CDN) and General Teaching Council (GTC) Scotland. All lecturers are required to demonstrate inclusiveness in lesson planning and arrangement for any type of support needs. They are also required to demonstrate their knowledge of government and College EDI policies, and skills in collaborating with other departments in arranging student support or alternative assessment. More importantly, they need to reflect on how they overcome barriers of learning for their students.

The Learning Support team has reviewed how it supports students in a needs-led way, using the social model of disability to ensure equality of access. Learning Support Advisors from this team have been working much more closely with curriculum staff to better understand their learning, teaching and assessment methods, to contextualise recommendations. This has meant regularly reviewing the recommendations for support, both with the student and the curriculum area, to ensure that they remain fit for purpose. The team employs a variety of tailored approaches to suit the needs of individual students.

Performance

The attainment rate of disabled students has improved by 10.59% since 2019/2020. However, the current attainment gap compared with the general attainment rate at Edinburgh College is 6.6%. This is slightly wider than the attainment gap of 5.38% in 2019/2020.

Attainment – All Disability	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed Successfully	57.46%	57.83%	62.96%	68.49%	68.05%
Null/Covid	1.83%	3.75%	N/A	N/A	N/A
Partial Success	20.95%	16.63%	14.66%	13.61%	14.15%
Unsuccessful	19.76%	21.78%	22.32%	17.90%	17.80%

Lecturers demonstrate good practice in person-centred learning, teaching and assessment, such as:

- Reflecting on the success of their planning and delivery of their learning sessions and how the individual needs of all learners were met.
- Collaborating with others within the College, including LDTs and support staff, when planning their learning, teaching, and assessment activities.
- Embedding student-focused learning tasks and formative assessments in their practice to improve student engagement and achievement.

- Incorporating accessible digital technology and use of Moodle in terms of class materials and supplementary resources to meet the needs of all students.
- Learning, teaching and wider students experience is a focus of course team meetings, feeding into the College's formal self-evaluation arrangements and HGIOLT quality review process.
- In 2023/2024, students who declare a disability rated 4.1, in the Learning and Teaching survey for 'learning experience', which is 0.1 lower than overall students (4.2). The pattern is the same as 2022/2023.

Outcome Four: Employees and students report feeling safe and confident that complaints of violence, harassment, abuse and bias will be dealt with appropriately and sensitively.

Actions Taken

In September 2023, the College introduced 'Call It Out', its own bespoke Hate and Misogyny reporting process, developed in house following a comprehensive consultation exercise with different teams across the entire College. Individuals can now report incidents to the College anonymously or with their contact details. The reporting forms are available on the College website, intranet, MyEC (Edinburgh College Student Portal) and Microsoft Teams. Reports submitted to the College are triaged to relevant departments for investigation and resolution. Written guidance to support the handling of incidents has been developed alongside the 'Tackling Hate Incidents' workshop.

During 2023, the Quality Assurance team consulted on, and developed, new resources to support engagement with the Complaints Handling Process. Designed to provide enhanced information and a more supportive process for colleagues, particularly in instances where complaints concern the alleged behaviour or conduct of staff, these improvements have led to more positive engagement with the complaints process, less negativity among colleagues, and a strong focus on good complaint handling and customer care, along with process compliance.

The nature of the complaints relating to protected characteristics, where known, are recorded and taken into account when managing complaints. This data will be available from 2024/2025 onwards.

Employees have a statutory right to take out a grievance about issues at work that have not been, or cannot be, resolved informally. The numbers of grievances taken out is very small and so the protected characteristics of those taking out a grievance is not monitored but there is no pattern in terms of protected characteristics.

Performance

From September 2023 to December 2024, the College has received a total of 48 reports through the 'Call It Out' reporting process, of which 24 reports are

anonymous, and 24 reports are with contact details. Verbal abuse, harassment and bullying are the main types of incidents. The victims of reported incidents are mostly students, with nine incidents involving employees as victims and these incidents were largely reported anonymously. The majority of the incidents have been addressed through the College's Positive Behaviour Procedure. The motivation of recorded incidents is listed as follows:

Type of Motivation	Number
Age	5
Disability	8
Pregnancy and maternity	1
Race	9
Religion or belief	3
Sex (being a man or woman)	12
Sexual orientation	5
Transgender Identity	9

This data will be used for future benchmarking and is a key milestone for addressing and monitoring such activities.

As part of the Learning and Teaching Survey, Edinburgh College asks students to rate 'feeling welcome and valued'. Below is summary of ratings based on gender, ethnicity and disability. The rating by students with a disability is 0.2 less than the other groups.

Feeling Welcome and Valued	All Students	Male	Female	BME	Declared Disability
2022/23	4.4	4.4	4.4	4.4	4.2
2023/24	4.3	4.3	4.3	4.3	4.1

Outcome Five: The representation of employees and Board will align with the population of City of Edinburgh and the wider region.

Actions Taken - Board

In June 2023, the Board of Management set-up a Working Group to look at Board Equality, Diversity and Inclusion and make recommendations for consideration by Board Members. The Group met twice, in September and November, and reported to the Board of Management on 12 December 2023 with 23 recommendations to improve representation on the Board. The recommendations were endorsed by the Board and incorporated into a 2024/25 Board Improvement Plan, which the Board of Management consider on a quarterly basis and review progress against.

Actions Taken - Employees

The College has been reviewing the makeup of our workforce in terms of age and ethnicity in alignment with the census data for the City of Edinburgh, East Lothian and Midlothian. Based on our data showing those individuals representing the younger age profile and BME[1] (Black and Minority Ethnic), are below the average for Edinburgh when compared to the 2022 Census data.

Introduction of a Transparent Interview Scheme in 2023 where the interview questions are shared with shortlisted candidates several days before the interview. This allows candidates more time to prepare and offers support to younger candidates or those whose first language is not English. It also is beneficial to neurodiverse candidates who need longer time to prepare for interview questions or who are less comfortable with interview questions being unknown.

A guaranteed interview scheme for applicants who meet the essential criteria for a job and indicate that they are in one (or more) of these groups:

- Disabled
- Care experienced
- Reservists or veterans
- Black and Minority Ethnic

Training for all employees on EDI (mandatory online module) is renewed every three years along with additional training on putting EDI into practice.

Performance - Board

Since the start of the academic year 2024/25, the Board has incorporated many of the working group recommendations into its own procedures to ensure its approach aligns with good practice and is consistent. Several changes have been made to the Board's Non-Executive Recruitment Procedure to ensure that barriers are removed. For example, all candidates now receive interview questions in advance – to support candidates to perform to their best in the interview setting. During a recent recruitment round in July 2024, the number of applications from BME candidates had risen significantly compared to previous rounds.

The College collects and provides gender information of members of our Board of Management to Colleges Scotland and the Scottish Government annually. Below is a table of the gender balance of the members over the past three years.

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[1] BME includes the Census categories of Mixed, Asian, African, Caribbean or Black, and other ethnic group.

Year	Board Membership Male	Board Membership Female	Non-Executive Membership Male	Non-Executive Membership Female
2022	6	10	4	7
2023	7	11	5	7
2024	9	8	5	5

Performance - Employees

In common with other FE Colleges, Edinburgh College has an aging employee population. 72% of our employees are aged 40 and over and 43.50% are over 50 years old. This is largely because FE lecturing often attracts people who have industry experience and go into lecturing at a later stage in their career. Employee turnover is low and more people are working past what used to be considered retirement age, partly due to the extension of state and occupational pension ages, and the competitive salaries and terms and conditions that the College offers.

The ethnicity of the workforce is that 3.6% of employees have declared they are from BME groups and 88.2% have declared that they are White.

For further breakdown of our employee population, please refer to Edinburgh College Employee Profile.

Outcome Six: Have regard to attainment levels by racial group and ensure that our curriculum is diverse and anti-racist.

Actions Taken

In January 2022, Edinburgh College reaffirmed its commitment to racial equality by signing up to the Black Leadership Group (BLG), becoming the first college in Scotland to do so.

A College-wide Decolonising the Curriculum Group was established in October 2023. The group has been meeting four times a year with internal and external speakers sharing best practice in decolonising specific areas of the curriculum. To date, it has created the following:

- A Teams site for storing and sharing resources and updates
- A roadmap with pledges
- An action plan to deliver the pledges

The College's Make-Up Artistry department created a curriculum decolonisation approach which involved the introduction of workshops, materials, visual representation and a focus on black history in order to gauge the impact on student perceptions of inclusivity. In October 2024, during Black History Month, a two-day

workshop which focussed on working with textured hair and make up for women of colour, was introduced for the College's HND1 Make-Up Artistry students.

The attainment rate for BME students has improved by 7.38% since 2019/2020. The improvement percentage is lower than students of White ethnic groups (12.91%).

Attainment – BME Ethnic Groups	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed Successfully	62.18%	68.66%	66.80%	68.64%	69.56%
Null/Covid	0.6%	1.56%	N/A	N/A	N/A
Partial Success	23.58%	14.39%	16.72%	16.94%	16.98%
Unsuccessful	13.64%	15.40%	16.48%	14.42%	13.46%

The Make-Up Artistry Department's Black History and Representation programme was commended at the College Development Network (CDN) Awards 2024 in the Inclusive College category.

The College was invited to speak at the BLG Conference in March 2024 to present our plan in becoming an anti-racist college.

Outcome Seven: Male employees and students know how to access mental health support (recognising intersectionality within that group).

Actions Taken

During the period July to September 2023, the College delivered five Scottish Mental Health First Aid (SMHFA) courses in partnership with Navigator Employment Law, funded through the Young Person's Guarantee (YPG).

Following this, the College explored setting up a pool of mental health first aiders who would be 'on call', similar to the pool that the College has for standard first aiders.

The College set up a Men's Health Forum in November 2022. Various men's health related workshops and events have taken place: 5's Football, Men's Shed and Prostate Cancer Awareness.

The College's Wellbeing team has begun to offer one to one support in a variety of ways to acknowledge the different approaches our students may wish to receive support, including making a request to be supported by someone of a specific gender.

In addition, the Active Campus Co-ordinator, funded by Sportscotland, has been working directly with curriculum areas, like Construction, to build movement and exercise into their timetable. The aims have been to keep attendance levels high and create a feeling of community on the programme.

Performance

- A total of 58 employees across all four campuses attended the SMHFA training. 84% of those completed the course evaluation rated that they would be 'very likely' to apply the learning from the course in the future.
- 28 employees have participated in men's health events/workshops.
- The College is continuing to explore a sustainable model for mental health first aid support.
- The Men's Health Forum was discontinued due to low interest. However, the College will focus on men's health events which do attract higher uptake.
- During the reporting period there has been an increase of uptake of wellbeing services from male students from 27.5% (2022-2023) to 39% (2023-2024).

Outcome Eight: Have regard to significant gender imbalances on courses and take action to address it.

Actions Taken

Below are examples of initiatives taken by curriculum staff to address gender imbalance in their courses:

A female Sport and Fitness lecturer, who is also a professional footballer, designed a unique course 'Achieving Excellence in Women's Football' to support budding women footballers in areas including individual performance, and injury prevention and recovery.

The Women in Digital and Data Innovation course, developed under the Data Skills Gateway programme, focuses on upskilling and reskilling women in data science through the Professional Development Award (PDA) in Data Science at SCQF levels 7-8. The course aims to tackle gender imbalances in technology industries by developing data science and transferable skills while promoting intersectional equality. It equips learners with essential competencies like data literacy, communication, problem-solving, and collaboration, which are crucial in modern workplaces.

Future Skills: Innovation is a bespoke School College Partnership programme aimed at SCQF level 5 delivered with Midlothian and East Lothian councils both in school and on campus. The programme has aimed to introduce school pupils to the range of topics studied in Engineering and Automotive with specific focus on innovative technologies. Through studying new technologies including 3D printing, electric vehicles, solar charging and kit car construction we aim to pique the interest of pupils who may not have originally considered a STEM career and widen participation in college courses. Female lecturers are part of the delivery model in both schools and at college providing positive, accessible role models for potential students.

Performance

The gender imbalance gaps for all enrolments and those on programmes leading to recognised qualifications are illustrated separately in different tables (negative figures indicate more male students than female students).

For all enrolments, the Creative Industries faculty, which includes Computing and Game Design courses has achieved 0% gender imbalance gap. Construction and Engineering and Health, Wellbeing and Social Science have reduced the gaps. The gender imbalance gap has increased slightly in Tourism and Hospitality.

All Enrolments

Faculty	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Construction and Engineering	-52.97%	-66.12%	-53.78%	-59.91%	-56%
Creative Industries	-1.82%	-9.30%	0.21%	-3.40%	0%
Health, Wellbeing and Social Science	28.41%	36.38%	34.54%	34.23%	31%
Tourism and Hospitality	31.79%	28.39%	32.73%	35.31%	36%

When reviewing the gender imbalance gaps for students on programmes that lead to recognised qualifications, the gaps are significantly widened for some faculties. The gap for Construction and Engineering has increased to -82.92% which indicates that male students are more likely to be studying for a recognised qualification in this faculty. Similarly, while the gender imbalance gap remains small overall for Creative Industries, more male students were on courses leading to recognised qualifications compared to female students.

There was a slight increase in the gender imbalance gap for Health, Wellbeing and Social Science, as a result of more female students enrolling on programmes leading to recognised qualifications.

In Tourism and Hospitality, there was no significant change in the gender imbalance gap, indicating that there was the same percentage split of female and male students studying for recognised qualifications as those on general enrolments.

Enrolments for programmes leading to recognised qualifications

Faculty	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Construction and Engineering	-79.04%	-79.19%	-78.84%	-82.43%	-82.92%
Creative Industries	-8.86%	-11.84%	-5.05%	-7.54%	-7.99%
Health, Wellbeing and Social Science	40.20%	43.12%	43.02%	37.92%	36.12%
Tourism and Hospitality	35.69%	28.64%	33.94%	35.67%	36.90%

The College has also noted improvements in overall attainment for both male and female students. The improvement rate is higher for male students. This has been positively impacted by the enhancement of teaching and learning within the Construction and Engineering faculty.

Completed Successfully

Gender	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Variance
Female	64.58%	67.70%	68.29%	74.28%	72.15%	+7.57%
Male	61.04%	59.07%	70.78%	76.57%	77.30%	+16.26%

Participants enrolled on the Data Science programmes at SCQF level 3 to 8, from 2021/22 to 2023/2024.

Groups	No. of participants
BME	678
Disability	610
Care Experience	92
Women	1450
Men	1358

Data Science has proven successful in attracting more female students than male students on their courses.

Outcome Nine: The retention rate for students from deprived backgrounds will improve.

Actions Taken

The College has undertaken SCP strategic work over recent years within schools, in SIMD10 data zones, such as Castlebrae High School, Wester Hailes Education Centre, Newbattle High School and Ross High School.

The College has delivered Cost of Living, Homelessness Awareness / Prevention and Supporting Young Carer related training courses over the past two years.

In academic session 24/25, the College has begun to make use of its Student Support Funding to provide addition financial support for those in receipt of Educational Support Allowance (£30 per week). These students are not entitled to Bursary because of their age when they begin College. These students are from households where the total parental income is less than £26,000.

Additionally, over the past few academic sessions, Student Support Funds have been used to make fuel payments to Further Education students during the winter months to mitigate the impact of rising fuel costs.

Performance

The retention rate for students from deprived backgrounds has significantly improved in 2022/2023 (83.39%). Although the retention rate decreased slightly in 2023/2024, it remains higher than 2019/2020 by 2.74%.

Retention – SIMD10	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed/Current	79.55%	79.66%	78.17%	83.39%	82.29%
Early Withdrawal	8.18%	5.51%	6.74%	5.16%	3.61%
Further Withdrawal	12.27%	14.83%	15.10%	11.45%	14.09%

A total of 58 employees have attended Social/Economic Inequalities thematic training. 80% of those completed an evaluation for the Supporting Young Carers stated that they would 'very likely' apply their learning in the future.

Outcome Ten: The retention rate for care experienced students will improve.

Actions Taken

In 2023/2024, Edinburgh College had 937 care experienced students. Each care experienced student is offered a named contact within the Guidance team. Care experienced students are supported throughout their time at College from point of enrolment, with regular engagement and tailored support.

As a proud corporate parent, Edinburgh College is dedicated to removing the barriers Care Experienced people face by widening access to education and training opportunities and amplifying the voices of Care Experienced students. The College is committed to raising awareness and understanding of what it means to be Care Experienced and strives to have a 'door is always open' policy for students, guaranteeing places on courses for those who meet the minimum entry requirements

and finding suitable alternative options for those who may choose to withdraw. The Corporate Parent Forum has been meeting four-times-a-year and has welcomed curriculum and support staff, student representatives and external partners to ensure a joined-up approach to supporting its Care Experienced community.

The College regularly seeks to raise awareness and understanding of what it means to be care experienced and takes part in social media campaigns including National Care Day and Care Experienced Week to amplify the voices of students and share case studies celebrating their success and telling their stories. The College has a very close working relationship with the Hub for Success, connecting with the Children's Partnerships within the three local authorities. Along with Action for Children's 'STAY' project, these provide the best transition support possible.

The College introduced an online Corporate Parenting module in November 2021, mandatory for all employees. In-person Corporate Parenting training is also mandatory for all managers. The College also delivered an Introduction to Framing and Framing Care Experience workshop in August 2022.

The College has two qualified Trauma Leads who have completed a nine-week level 5 Mental Wellbeing and Health qualification through College Development Network (CDN).

Performance

The retention rate of Care Experienced students decreased slightly during the Covid pandemic years, however it has gradually improved. The College is particularly pleased that the attainment rate for this group of students has improved by 5.09% since 2019/2020.

Retention – Care Experienced	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed/Current	76.54%	73.47%	71.10%	75.52%	75.93%
Early Withdrawal	11.05%	5.78%	8.26%	8.20%	4.41%
Further Withdrawal	12.41%	20.75%	20.64%	16.29%	19.66%

Attainment – Care Experienced	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Completed /Successfully	53.35%	48.90%	53.44%	54.39%	58.44%
Null/Covid	1.63%	1.93%	N/A	N/A	N/A
Partial Success	22.01%	22.74%	17.54%	21.44%	17.55%
Unsuccessful	23.01%	26.43%	28.83%	24.16%	24.01%

Over half of Edinburgh College employees (553) have completed the Corporate Parenting module and 39 managers completed in-person Corporate Parenting training during 2024. 100% of those that completed the evaluation for the course said that they would either 'likely' or 'very likely' apply the learning in the future.

5   Equality Outcomes 2025 to 2029

Outcome One

By 2029, the attainment rate for students aged 19 and under will reach 75% (an increase of 5% compared to 2023/2024).

Remit

Students

Characteristics

Age

Activities

- Review the design, delivery and assessment of SCQF Level 4 and 5 programmes, and develop a consistent approach across the College, in line with the curriculum strategy.
- Improve transition and course induction to enable students to better understand course requirements and engage in their study as early as possible.
- Identify and develop more collaborative study and social spaces within the College.
- Improve participation of younger students in social events and build a greater sense of community.
- Improve participation of younger students in social events and build a greater sense of community.

Medium-Term Milestones (2027)

- Course design changes have been implemented.
- There is ongoing CPD and sharing of practice to support new models of delivery and assessment.
- Course content and approaches to delivery and assessment information are clearly communicated to students at the start of, and throughout, their course.
- There is effective Learning Development Tutor (LDT) support with a focus on full-time Further Education level provision.
- New collaborative study and social spaces have been developed and student satisfaction rate has increased.
- More students aged 19 and under are engaged in ECSA activities.

Long-Term Milestones (2029)

- There are improved outcomes for 16-19 year-old students on full-time programmes (+5% successful completion).
- Student-based collaborative study and social spaces are established in all four campuses that are inclusive and welcoming for younger students.
- Student Survey feedback shows improved rating at or above 4.2 (Spaces and Places).

Outcome Two

By 2029, the retention rate of students who declare a mental health condition will reach 80% and the attainment rate will reach 65% (an increase of 4% compared to 2023/2024).

Remit

Students

Characteristics

Mental Health (Disability)

Activities

- Improve approaches for monitoring student attendance, participation and progress.
- Introduce a College-wide tracking and monitoring system, to support evidence based pastoral and academic interventions.
- Gather feedback from students on their awareness about the College's wellbeing services, and their experience of those services.
- Explore further support required by students who return after long-term absence.
- Improve referral pathways with mental health and wellbeing services across the region.

Medium-Term Milestones (2027)

- The new student tracking and monitoring system is implemented by course teams and support services, ensuring timely personalised support and interventions.
- The Student Mental Health Agreement is reviewed and updated to reflect the changing needs of students in the College context.
- There is increased student engagement in the wellbeing activities provided in College.
- Relationships with external charities and partners who provide tailored wraparound services are further developed, ensuring effective signposting and support.

Long-Term Milestones (2029)

- Retention rate for students who declare a mental health condition has improved.
- Support arrangements are in place for students who return to study after long-term absence.
- Students are supported well by the Wellbeing team, external charities and partners.
- Successful completion rate will improve by 4%.

Outcome Three

An increase in the satisfaction rate of disabled students with the overall support and reasonable adjustments received, including from lecturing staff, while on their course.

Remit

Students

Characteristics

Disability

Activities

- Teaching staff engage in ongoing CPD to enhance inclusive learning, teaching and assessment approaches, ensuring the best possible learning experience for all students.
- Enhanced focus on the Professional Standards for Lecturers in Scotland's Colleges (2020) in relation to inclusion.
- Develop and implement a model for peer review of learning and teaching, supporting reflection and enhancement of practice.
- Review of learning support arrangements to enable students to have support arrangements in place within six weeks of disclosure.
- Introduce a College-wide tracking and monitoring system, to support evidence based pastoral and academic interventions.

Medium-Term Milestones (2027)

- A comprehensive review of learning support arrangements has been undertaken.
- Course teams, support services and students continually review the effectiveness of learning support arrangements in a consistent way across the College.
- Course teams engage in on-going reflection and review of inclusive approaches to assessment.
- New lecturer training (PDA Teaching Practice in Scotland's Colleges) places emphasis on modifications to course content and approaches to assessment to better address inclusion of all students.
- Model of peer review has been developed and implemented.

Long-Term Milestones (2029)

- There is evidence of consistent reflective practice by teaching staff relative to the Professional Standards.
- A bespoke EDI session is embedded in the delivery of PDA Teaching Practice in Scotland's Colleges, to focus more directly on developing inclusive teaching practice and reasonable adjustments.
- Students have a first needs assessment appointment within six weeks of disclosure.

Outcome Four

Employees and students report feeling safe and confident that complaints of violence, harassment, abuse and bias will be dealt with appropriately and sensitively.

Remit

Students and Staff

Characteristics

All

Activities

- Promote an improved culture of kindness and respect across the College through the development of a student-led and staff supported campaign to promote mutual respect.
- Improve the visibility and accessibility of Call It Out by implementing an annual awareness campaign.
- Develop resources to help staff to positively change the behaviour of perpetrators of hate and misogyny incidents.
- Share case studies demonstrating how the College has been able to resolve hate/misogyny incidents or complaints.

Medium-Term Milestones (2027)

- Campaign to promote kindness and respect has been launched with training and communication resources for staff and students.
- There is increased awareness of the Call It Out reporting process across the College community.
- Individuals are confident in reporting negative experience to the College via Call It Out or Complaints processes.

Long-Term Milestones (2029)

- There are positive case studies showing how Edinburgh College has changed the attitudes of students and staff.
- Call It Out is embedded in the culture of Edinburgh College and is recognised as exemplary practice within Scotland's colleges.

Outcome Five

The representation of employees and Board of Management will align with the population of City of Edinburgh and the wider region.

Remit

Board and Staff

Characteristics

All

Activities

- The Board of Management will engage with communities, stakeholders and partners across the region, who will in turn support the Board in reaching out to underrepresented groups.
- Appropriate social media recruitment advertising will be implemented to reach audiences across all age groups.
- Introduce 'critical friends' to staff recruitment interviews.
- Introduce 'anonymised applications' for staff vacancies.
- Recruitment and selection CPD for all managers with focus on inclusive practice and elimination of any form of bias.

Medium-Term Milestones (2027)

- The visibility of the Board of Management and its work have improved.
- There is an increase in the number of BME Board Members.
- There is an increase in the proportion of employees declaring a BME ethnicity from 4% to 5%.
- There is a strategy in place to achieve a more balanced age profile for the workforce.

Long-Term Milestones (2029)

- There is a further increase in the number of BME Board Members.
- There is a further increase in the proportion of employees declaring a BME ethnicity from 5% to 6%.
- Progress has been made towards a more balanced age profile for the workforce.

Outcome Six

By 2029, the attainment rate for BME students will align with White students and engagement with the Decolonising the Curriculum process will cover 40% of College courses.

Remit

Students and Staff

Characteristics

Race

Activities

- Implement the decolonising the curriculum road map and its action plan.
- Widen cross-college participation in decolonising the curriculum.
- Develop a whole college celebration event for EDI.
- Promote business benefits of EDI practices in our work with partners.

Medium-Term Milestones (2027)

- The attainment rate of diverse ethnic groups at Edinburgh College has improved.
- Resources to promote anti-racist pedagogy is shared through ULearn – the Learning and Development platform of digital learning for all staff at Edinburgh College.

Long-Term Milestones (2029)

- Biases within assessment are addressed through adjustments to teaching resources, reading lists and assessment requirements.
- BME industry role models are promoted within curriculum.
- There is an increase in the proportion of BME candidates securing apprenticeships in the region.

Outcome Seven

Improved engagement and uptake of mental health support by male employees and students (recognising intersectionality within that group).

Remit

Students and Staff

Characteristics

Sex, Mental Health

Activities

- Continue to provide regular inhouse mental health awareness training to staff to ensure that both physical and mental health and wellbeing are supported and embedded in the College culture.
- Introduce sociable physical activities such as table tennis in recreational areas for students at all campuses.
- Embed physical activities as part of the development of meta skills for students on relevant courses.
- Proactively engage with external partners that provide information and support for men's mental health and wellbeing for students and staff.

Medium-Term Milestones (2027)

- Embed monitoring by gender as part of Safeguarding and Wellbeing reporting activity.
- Two well attended open access mental health awareness courses for staff have taken place each year.
- Physical activities are embedded in course design supporting the development of meta skills on relevant courses.
- There is an increase in engagement in physical activities in delivery of different types of courses.
- Good collaborative relationships have been established with external partners to offer specialist mental health and wellbeing information, guidance and support in the College.

Long-Term Milestones (2029)

- In addition to the open access mental health awareness courses, two team specific mental health awareness courses are delivered each year to reach teaching teams.
- A minimum of two well attended men's health related workshops for students and staff are held each year.
- There has been a cultural shift with sport and physical activities embedded in College life.

Outcome Eight

Embed positive action to reduce gender imbalance of each faculty by 5%.

Remit

Students

Characteristics

Sex

Activities

- To engage with partner schools within the region to explore and better understand existing engagement pathways in place for male and female pupils.
- To proactively engage with career and guidance services in schools to raise awareness of College opportunities across all subject areas.
- To use appropriate media to share the success of students in subject areas where there is gender imbalance, and promote opportunities.
- To identify and share examples of positive practice.

Medium-Term Milestones (2027)

- The College will have better understanding of engagement pathways for male and female pupils within partner schools.
- There is effective engagement with career and guidance services, ensuring that young people (both male and female) are well informed about future College opportunities and the relevant engagement pathways.
- Reflection on the success of students in subject areas where there is gender imbalance is embedded in student recruitment strategy and activities.
- Reflection on the impact of activities to address gender imbalance is embedded in self-evaluation dialogue and reporting.

Long-Term Milestones (2029)

- The College will have implemented actions based on improved understanding of the challenges presented by existing engagement pathways.
- Examples of success in reducing gender imbalance will be identified, collated and proactively communicated to College staff.
- There is a 5% reduction in gender imbalance in each faculty.

Outcome Nine

By 2029, the retention rate for students living in the most deprived postcode areas will reach 84% (an increase of 2% compared to 2023/2024).

Remit

Students

Characteristics

Poverty

Activities

- The College will work with student representatives to better understand the specific challenges of this group and will develop initiatives, in partnership, to provide enhanced support to students in their study and wider student experience.
- Course teams will continue to work with Learning Development Tutors to monitor student attendance and engagement and take timely action to encourage continued engagement, offering flexibility wherever possible.
- The College will identify and develop more collaborative study and social spaces within its campuses.
- The College will work with student representatives to develop social programmes to build a better community feel and sense of belonging across the campuses.
- There will be CPD opportunities and sharing of practice in respect of mitigating the specific challenges presented by this group.

Medium-Term Milestones (2027)

- An action plan has been agreed based on better understanding of challenges experienced by individuals in relation to their study and wider student experience. This may include the use of Student Support Funding to alleviate some of the negative impacts.
- There is a consistent and simplified student progress tracking and monitoring system in place and all staff are using it well to support students.
- Working in collaboration with student representatives, suitable spaces have been identified and some development has taken place.
- A minimum of two socio-economic inequalities related workshops for staff have been delivered each year.
- Reflection on retention and attainment of all students, including priority groups, is embedded in self-evaluation dialogue and reporting.

Long-Term Milestones (2029)

- Students are engaged in the life and work of the College, and report feeling part of a community where they study and socialise with others.
- New collaborative study and social spaces are well established, open and well used and cared for by students and staff alike.

- There is an increase in the satisfaction rate of students living in the most deprived postcode areas, as monitored through college-wide student surveys.
- A minimum of three socio-economic inequalities related workshops for staff have been delivered each year.
- The retention rate for students living in the most deprived postcode areas has improved by 2%.

Outcome Ten

By 2029, the retention rate for care experienced students will reach 80% (an increase of 4% compared to 2023/2024).

Remit

Students

Characteristics

Care Experience

Activities

- Continue to offer all care experienced students a named contact within Student Experience to ensure that they are supported throughout their time at College from point of enrolment, with regular engagement and tailored support.
- Review and refresh mandatory CPD module for Corporate Parenting to ensure that content is current.
- Develop trauma informed interventions within courses to improve the engagement of care experienced students.

Medium-Term Milestones (2027)

- There is a 2% increase in the retention of care experienced students.
- All staff have access to the new Corporate Parenting online module and have completed this in line with the cycle for mandatory training.
- 70% of managers have completed in-person Corporate Parenting training, delivered in partnership with Hub for Success.
- Examples of successful trauma informed interventions will be identified, collated and proactively communicated to College staff.

Long-Term Milestones (2029)

- There is a further 4% increase in the retention of care experienced students.
- 90% of staff have completed the Corporate Parenting online module.
- 90% of managers have participated in the in-person Corporate Parenting training.
- Trauma informed approaches are embedded in all teaching teams. The retention rate for students living in the most deprived postcode areas has improved by 2%.

6   Mainstreaming Report

6.1   Highlights of Mainstreaming Initiatives 2023 to 2025

6.1.1   Celebrating British Sign Language (BSL)

Edinburgh College has always been a strong promoter of British Sign Language (BSL) as a unique language. From 2018 to 2023, 464 students enrolled in the College's BSL classes. In April 2024, the College launched a new BSL Plan to fulfil our compliance with the BSL (Scotland) Act 2015. One of our BSL students who contributed to the plan, shared her positive education experience at the College as part of Deaf Awareness Week. The same student also worked with her fellow students in HND Illustration, lecturers and Academic Library Liaison staff to create the Simple Sign Language Zine. The Simple Sign Language Zine was made collaboratively using multiple zines, in concertina format, with each page presenting one student's illustration of a BSL sign. The project helped foster a more inclusive dialogue within the group, and nurtured a greater sense of community, both within the group and with the zine community outside the College. The students launched, sold and read at the Bookmarks 2024 event, which was attended by over 1000 visitors.

6.1.2   Continuing Professional Development

The online module of Equality, Diversity and Inclusion is mandatory for all staff. New recruits are expected to complete the module within six months of their start date and every employee is required to refresh their module every three years. The College also has a range of CPD courses that enable staff to explore key EDI related themes and understand how to embed them within their own area of work.

From August 2022 to July 2024, 584 staff members participated in the following CPD workshops:

Theme	Workshop	No. of Participants
Equality, Diversity and Inclusion (EDI)	Autism Awareness Black Leadership Group - Train the Trainer Dementia Awareness Drugs Awareness Equality Impact Assessment Gender Based Violence Awareness Managing Unconscious Bias Needs Assessment Neurodiversity in the Classroom Putting EDI into Practice Recognising and Responding to Domestic Abuse Supporting People with Criminal Convictions	306

Theme	Workshop	No. of Participants
	Tackling Hate Incidents Understanding Gender Identity	
Mental Health	Anxiety Awareness Creative Mental Health Mental Health Awareness Mental Health First Aid Supporting Students Experiencing Poor Mental Health	89
Safeguarding	Safeguarding Awareness Understanding the Safeguarding Risk Assessment Process	42
Social/Economic Inequalities	Corporate Parenting Cost of Living – Poverty Prevention Homelessness Prevention How to Identify and Support Young Carers Introduction to Framing and Framing Care Experience	58
Trauma	Trauma in the Classrooms: Building our learnings' psychological resources Trauma Informed College Programme	89

The College also developed and delivered bespoke EDI courses for external partners. These courses have been well received by partners including Multicultural Family Base, Police Scotland and The Royal Yacht Britannia.

6.1.3 Aspire Programme

Edinburgh College, East Lothian Council and East Lothian Works have worked together to plan and deliver the Aspire Programme – a unique learning experience that supports young people at risk of disengagement within East Lothian to improve their educational engagement, achievement, meta-skills development and career exploration.

Aspire provides selected S2 pupils from two East Lothian schools with a variety of project, and skills-based experiences in College. These experiences, aligned to labour market intelligence, help young people build an understanding of job roles, skills, training and qualifications required, and the opportunity to validate career aspirations, and/or explore those they didn't know existed. The programme also builds the personal and transferable skills that will help them succeed throughout their learning journey.

Feedback from young people, staff and families has been overwhelmingly positive, with pupils reporting that Aspire has allowed them to find an area of the curriculum

that they are 'good at', whilst also improving their meta-skills and the way they build positive relationships with others.

6.1.4   Promote Gender Equality in Technology

The Head of School for Computing was named the winner of the Technology Champion in Education accolade at the Scotland Women in Technology Awards 2023 for driving a number of initiatives to encourage women and girls to consider a career in tech. Her achievements include creation of the Codespace programme in collaboration with tech company, 2i Testing. Codespace is a unique bootcamp course that enables students and career changers from underrepresented backgrounds to build their software engineering skills and find routes into the tech industry, with the prospect of gaining employment directly after their studies. Over 400 students have now undertaken the introductory course and four cohorts of students have gone on to complete the bootcamp, with participants coming from all backgrounds and industries. Some students are now working in full-time roles following completion of Codespace.

Her inspiring work also goes beyond Edinburgh College initiatives. She actively participated in the ScotlandIS Digital Skills Partnership meetings, demonstrating her commitment to advocating for women and underrepresented groups in tech and dedication to driving a positive change in the field. Furthermore, she created, prepared and sourced funding for a "Digital Crime Scene Investigation (CSI)" project for school girls, where students were trained in several digital skills before solving a crime scenario through role play, sparking their interest in the field and providing them with practical experience in real-life tech applications. This project encouraged 21 pupils, 80% girls, from 14 to 17 years old, to engage with education in tech.

6.1.5   Call It Out Student-Led Environmental Graphic Campaign

Call It Out is a reporting process for students, staff and visitors to report any hate or misogyny motivated incidents to the College. The aim is to ensure that everyone in the College community is supported to call out unacceptable behaviours and reassured that the College will address them appropriately and sensitively. Since its launch in September 2023, the College received feedback from students and staff that Call It Out lacks visibility.

At the end of 2023, the Vice Principal Innovation Planning and Performance invited a group of Art and Design students to develop a campaign to promote and embed Call It Out in the College culture in a positive and empowering manner. This group of students developed a comprehensive package focusing on positive values and behaviours. One of the key aspects of their campaign is using environmental graphics across the campuses. The original proposal was further developed by College staff and new Art and Design students.

In February 2025, the College displayed a positive slogan "Empowering minds, embracing diversity. Edinburgh College where individuality thrives and diversity unites for an inclusive learning journey!" on strategic wall spaces in all campuses. Everyone in our College community is encouraged to use a QR code to 'Call It Out' if this has not been their experience.

6.1.6   Halls of Residence Engagement Project

Edinburgh College's Halls of Residence Engagement Project received Highly Commended for Health and Wellbeing at the College Development Network Awards 2024. The project was created after a need for additional wellbeing support was identified by the Wellbeing team for students living within the halls or residence during the previous academic year. In response, the Safeguarding team put together an action plan that would enable the team to engage with students from the beginning of their time living within the halls of residence, right through until they had left. This action plan included meetings with the halls staff, student surveys and face to face consultations.

Introduced at the start of the academic term, the project was funded entirely from the Wellbeing team's original budget, with no additional funding required. The project set a good example of a need for support being identified and met effectively within a short period of time, to help students gain the maximum benefit from their experience at College.

6.1.7   Improving the accessibility of student application system

Edinburgh College worked with Bridges Project to trial a new online application form which aims to make the application process more accessible and user friendly. The Bridges Project, based in Musselburgh, inspires young people to build a confident future, enabling them to reach their potential as individuals and participate fully in the life of their communities. During the testing, the College's Development team gathered valuable insights from the 'testers' – a group of young people with lived experience of dyslexia, ADHD and care experience. The young people involved valued the opportunity to help improve the experience for the future learners.

6.2   Edinburgh College Employee Profile

Employees can update their personal data at any time via our online system, which covers all of the protected characteristics. Following the Data Audit that we undertook in 2023, there has been a decrease in employees with no data recorded. We will continue to encourage employees to complete their information to further improve our data.

We record gender identity more widely and trans history. Unfortunately, due to the small numbers, and to respect confidentiality, we are still unable to report more expansive gender/trans statistics.

Edinburgh College employed 1,015 employees as of 1 August 2024 (121 fewer than August 2022).

The gender balance of employees is virtually unchanged at 57.1% to 42.9% (Female to Male) in 2024 as opposed to 58.1% to 41.9% in 2022 (+/- 1% variance). Females made up 60.8% of all college employees in Scotland in 2022/23 (Scottish Funding Council College Staffing Data).

Gender	2020	2021	2022	2023	2024	Difference from 2022
Female	58.2%	57.9%	58.1%	57.9%	57.1%	-1.0%
Male	41.8%	42.1%	41.9%	42.1%	42.9%	+1.0%

The age profile of older employees has increased slightly since 2022 and we would anticipate further increases going forward. 72.1% of employees in 2024 are aged 40 or over compared to 68.8% in 2022, with 43.5% of employees aged 50 or over compared to 42.1% in 2022. The Scottish Funding Council reported that 46.8% of employees in Colleges were aged 51 and over in 2022/23.

Age Category	2020	2021	2022	2023	2024	Difference from 2022
16 - 29	7.6%	7.8%	7.9%	6.9%	7.1%	-0.8%
30 - 39	25.4%	23.9%	23.3%	22.6%	20.9%	-2.4%
40 - 49	25.1%	25.1%	26.7%	27.4%	28.5%	+1.8%
50 - 59	31.9%	32.1%	32.5%	31.8%	30.7%	-1.8%
60 - 64	6.8%	8.1%	7.7%	8.8%	10.8%	+3.1%
Over 65	3.2%	3.0%	1.9%	2.5%	2.0%	+0.1%

The proportion of employees from a BME background is low, compared to both the student population and the local population. Only 3.6% of employees have declared that they have a BME background, a slight decrease since 2022. This is significantly lower than both our student population (around 12.85%) and the local population of around 15.2% in City of Edinburgh in 2022 (although 3.1% in East Lothian and 4.5% Midlothian). Across Scotland's colleges, the percentage of employees from a BME background was 2.6% in 2022/23.

Ethnicity	2020	2021	2022	2023	2024	Difference from 2022
White UK	76.7%	76.1%	75.6%	76.4%	76.2%	+0.6%
White Other	10.3%	10.7%	11.4%	11.8%	12.0%	+0.6%
BME	3.3%	3.7%	4.0%	4.2%	3.7%	-0.3%
PTNS	0.9%	0.9%	0.7%	1.4%	1.4%	+0.7%
Blank	8.9%	8.7%	8.3%	6.2%	6.7%	-1.6%

7.5% of employees in Scotland's colleges declared a disability in 2022/23. 12.3% of our employees declare a disability.

Disability	2020	2021	2022	2023	2024	Difference from 2022
Non-Disabled	53.1%	53.3%	56.3%	60.8%	62.6%	+6.3%
Disabled	12.8%	12.9%	12.0%	13.4%	13.6%	+1.6%
PNTS	3.4%	3.2%	3.3%	4.1%	3.7%	+0.4%
Blank	30.7%	30.7%	28.3%	21.7%	20.1%	-8.2%

The rate of prefer not to say for the protected characteristics are: sexual orientation 6.6%, religion 6.7%, marital status 4.5%, disability 3.7%, caring responsibilities 3.1% and ethnicity 1.4%. With the exception of ethnicity, these have all increased since 2022, however, this is probably a reflection of an increase in the number of employees who have logged their personal data, as the number of blank responses has decreased. This does however indicate there remains some hesitancy for some employees in declaring their protected characteristics, particularly for sexual orientation and religion.

The percentage of blank responses has reduced for all protected characteristics since 2022. The largest reduction was for caring responsibilities at 10.5%, with sexual orientation, disability and religion all decreasing by around 8%. Employees can provide details on their protected characteristics at any time through iTrent employee self-service but we will also continue to encourage employees to disclose through a biennial employee data audit.

Sexual Orientation	2020	2021	2022	2023	2024	Difference from 2022
Heterosexual	60.8%	61.1%	63.4%	69.3%	70.5%	+7.1%
LGB	4.3%	4.5%	4.8%	5.6%	5.3%	+0.5%
PNTS	5.9%	5.6%	5.6%	7%	6.6%	+1.0%
Blank	29.0%	28.8%	26.2%	18.1%	17.6%	-8.6%

Religion	2020	2021	2022	2023	2024	Difference from 2022
None	40.7%	41.2%	42.6%	46.3%	47.2%	+4.6%
Christian	24.2%	23.5%	23.9%	25.7%	26.4%	+2.5%
Other	2.2%	2.4%	2.7%	3.3%	2.4%	-0.3%
PNTS	5.3%	5.3%	5.3%	6.8%	6.7%	+1.4%
Blank	27.7%	27.6%	25.4%	17.5%	17.3%	-8.1%

Marital Status	2020	2021	2022	2023	2024	Difference from 2022
Civil Partnership	1.2%	1.1%	1.1%	1.6%	1.5%	+0.4%
Living with partner	5.3%	5.7%	7.3%	9.5%	9.7%	+2.4%
Married	47.1%	45.7%	44.8%	47.5%	48.1%	+3.3%
Not married or in a civil partnership	16.5%	16.4%	14.9%	12.8%	11.7%	-3.2%
Other	5.6%	5.6%	5.7%	5.4%	5.5%	-0.2%
Prefer not to say	4.2%	4.1%	3.9%	5%	4.5%	+0.6%
Single	4.4%	5.3%	7.0%	7.8%	8.6%	+1.6%
Widowed	0.9%	0.8%	0.6%	0.9%.	0.8%	+0.2%
Blank	14.9%	15.3%	14.7%	9.4%	9.7%	-5.00%

In addition, we ask employees to declare if they have caring responsibilities.

Caring Responsibilities	2020	2021	2022	2023	2024	Difference from 2022
No	33.8%	33.9%	36.9%	45.1%	42.4%	+5.5%
Yes (children under 18)	18.8%	19.8%	21.0%	23.3%	23.9%	+2.9%
Yes (adult)	5.4%	5.1%	4.8%	6%	6.0%	+1.2%
Prefer not to say	2.6%	2.5%	2.1%	3%	3.1%	+1.0%
Blank	39.3%	38.8%	35.3%	22.6%	24.5%	-10.8%

6.3   Recruitment

From 1 August 2023 to 31 July 2024 there were a total of 891 applications received for a total of 112 vacancies. Of these applications 454 were shortlisted and 119 were appointed.

The tables in this section show the breakdown of applicants by gender, age, ethnicity and disability at each stage of the recruitment process.

The proportion of female/male applicants was reflective of the existing college statistics. The number of males appointed was 6.8% higher than the number of applicants, indicating that male candidates were more likely to be appointed.

Gender	Applicants	Shortlisted	Appointed
Female	58.1%	52.9%	51.3%
Male	41.9%	47.1%	48.7%

Applicants in the 16-29 age category are less likely to be appointed, with only 22.7% of appointments compared to 31.1% of applicants.

Age Category	Applicants	Shortlisted	Appointed
Unknown	3.6%	3.7%	-
16-29	31.1%	22.9%	22.7%
30-39	27.6%	26.7%	31.9%
40-49	22.3%	24.9%	27.7%
50-59	12.6%	18.7%	14.3%
60-64	2.5%	2.4%	2.5%
Over 65	0.3%	0.7%	0.8%

Applications from BME applicants have increased from 13.1% in 2021/22 to 20.2% in 2023/24. This could be due to the introduction of the guaranteed interview scheme for underrepresented groups, including BME applicants. However, this has not been carried through to the rest of the recruitment stages. Although there has been a small increase in shortlisted applicants from 10.8% to 12.1%, there has been a decrease in BME appointees from 6.2% to 4.2%.

Ethnicity	Applicants	Shortlisted	Appointed
White	75.4%	81.9%	85.7%
BME	20.2%	12.1%	4.2%
Unknown	4.4%	5.9%	10.1%

Applications from disabled applicants make up around 15% of applications which is a slight increase from 2021/22. This figure remains consistent throughout the recruitment process.

Disability	Applicants	Shortlisted	Appointed
Non-disabled	85.1%	84.6%	84.9%
Disabled	14.9%	15.4%	15.1%

6.4   Retention

Between 1 August 2023 to 31 July 2024 turnover for Edinburgh College was 10.8% with 112 employees leaving the College.

The tables in this section show the breakdown of leavers by gender, age, ethnicity and disability compared to the statistics for employees.

A slightly bigger proportion of female employees left the College compared to men.

Gender	Employees	Leavers	Difference
Female	57.1%	61.1%	+4%
Male	42.9%	38.9%	-4%

There was a greater portion of employees aged under 40 who left the college, which reflects the overall reduction in employees under 40. There was a smaller proportion of those aged 40-60 who left the organisation. A greater proportion of over 65's also left the College; however, this is expected as these employees reach retirement age.

Age Category	Employees	Leavers	Difference
16 - 29	7.1%	12.4%	+5.3%
30 - 39	20.9%	29.2%	+8.3%
40 - 49	28.5%	15.9%	-12.6%
50 - 59	30.7%	19.5%	-11.2%
60 - 64	10.8%	12.4%	+1.6%
Over 65	2.0%	10.6%	+8.6%

BME employees made up 8.9% of leavers, compared to 3.7% of employees. This still represents a small number of employees (10), so it is difficult to analyse the reasons for this.

Ethnicity	Percentage	Leavers	Difference
White UK	76.2%	69.0%	-7.2%
White Other	12.0%	10.6%	-1.4%
BME	3.7%	8.9%	+5.2%
PTNS	1.4%	1.8%	+0.4%
Blank	6.7%	9.7%	+3%

A higher proportion of leavers have a disability. This is likely to be due to the fact that older age groups are more likely to have long term health conditions or disabilities. There was also a higher number of disabled employees who left under the voluntary severance scheme.

Disability	Percentage	Leavers	Difference
Non-Disabled	62.6%	52.2%	-10.4%
Disabled	13.6%	23.9%	+10.3%
PNTS	3.7%	0%	-3.7%
Blank	20.1%	23.9%	+3.8%

6.5   Average Length of Service

The tables in this section demonstrate the average length of service by gender, disability, ethnicity and age. The significant difference is between the BME and White employees, where White employees are likely to have a length of service for 21 years, but BME employees only have 7 years. In terms of age, it is understandable that younger employees have a shorter length of service compared to the older employees.

Gender	Average Length of Service
Female	19.3
Male	20.3

Disability	Average Length of Service
Disabled	16.3
Not Disabled	19.3
Prefer not to say	11.9
Not Known	20.9

Ethnicity	Average Length of Service
BME	7.1
White	21.2
Prefer not to say	9.9
Not known	13.5

Age Category	Average Length of Service
16 - 24	2.2
25 - 34	7.3
35 - 44	10.7
45 - 54	17.4
55 - 64	21.1
65 - 74	12.9
Over 75	17.0

6.6   Flexible Working / Maternity

The College supports flexible working for all employees. As women are more likely to take on caring responsibilities, they are more likely to need to work in a job with flexibility. There are also policies/procedures on family friendly leave and leave of absence and these have been updated to ensure they are in line with current legislation.

No. of employees on maternity leave from 1 August 2022 – 31 July 2023 was 20.

Length of Maternity Leave	Percentage
Took 39 weeks or less	45%
39 – 51 weeks	10%
52 weeks	45%

Working Pattern Following Maternity Leave	Percentage
Returned on full-time hours	39%
Returned on existing part time hours	28%
Reduced hours within 6 months of return from maternity leave	33%
Left within 6 months of return	15%

39 weeks is the period that an employee is normally eligible to receive Occupational or Statutory Maternity Pay (SMP). However, an employee is eligible to take 52 weeks maternity leave, but over 40% of employees only take maternity leave for the period they receive maternity pay.

On 33% of employees who returned to work reduced their hours within 6 months, 67% returned on their previous hours and 15% left within 6 months of their return. This shows that a significant amount of skills and experience are lost.

7 Students' Retention and Attainment

The retention and attainment rates are calculated based on students who are on programmes leading to recognised qualifications. The percentages of those who enrolled for courses that lead to recognised qualifications are included in the individual tables by protected characteristics.

7.1 Retention Summary

Retention by Protected Characteristics	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	Variance 2020 to 2024
All Enrolments	85.43%	82.60%	82.57%	87.04%	87.40%	+1.97%
Age 19 and under	82.38%	78.17%	77.62%	84.01%	84.51%	+2.13%
Age 20-24	86.20%	83.57%	82.70%	87.98%	89.71%	+3.51%
Age 25 and Over	88.29%	86.83%	87.33%	90.02%	89.75%	+1.46%
Female	84.04%	82.15%	81.22%	86.01%	85.31%	+1.27%
Male	86.99%	83.06%	83.97%	88.32%	89.58%	+2.59%
Trans	No Data	76.47%	73.48%	74.89%	78.77%	+2.3%
Disability - All	79.83%	77.94%	77.73%	82.05%	82.22%	+2.39%
Mental Health	73.89%	73.13%	72.08%	77.34%	76.59%	+2.70%
White Ethnic Groups	85.19%	82.22%	82.24%	87.12%	87.35%	+2.16%
BME Ethnic Groups	86.27%	84.38%	83.39%	85.53%	86.82%	+0.55%
Christianity Faith Groups	89.24%	85.20%	83.57%	88.17%	89.43%	+0.19%
Other Faith Groups	86.24%	84.34%	83.92%	85.14%	86.27%	+0.03%
No Religion/Faith	83.45%	80.67%	81.46%	86.09%	86.79%	+3.34%
Heterosexual or Straight	85.11%	82.64%	82.84%	87.04%	88.18%	+3.07%
LGB+	80.61%	76.67%	77.44%	82.47%	81.54%	+0.93%
Care Experience	76.54%	73.47%	71.10%	75.52%	75.93%	-0.61%
Living in Most Deprived Areas (SIMD10)	79.55%	79.66%	78.17%	83.39%	82.29%	+2.74%

7.2 Attainment Summary

Attainment by Protected Characteristics	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Variance 2020 to 2024
All Enrolments	62.84%	63.53%	69.46%	75.26%	74.65%	+11.81%
Age 19 and under	61.03%	54.92%	61.74%	70.66%	70.33%	+9.30%
Age 20-24	67.21%	65.32%	72.34%	78.47%	80.00%	+12.79%
Age 25 and Over	62.68%	71.84%	75.62%	79.10%	77.38%	+14.70%
Female	64.58%	67.70%	68.29%	74.28%	72.15%	+7.57%
Male	61.04%	59.07%	70.78%	76.57%	77.30%	+16.26%
Trans	No Data	57.06%	57.83%	62.77%	66.04%	+8.98%
Disability - All	57.46%	57.83%	62.96%	68.49%	68.05%	+10.59%
Mental Health	50.86%	54.20%	56.57%	63.62%	61.35%	+10.49%
White Ethnic Groups	62.82%	62.53%	68.89%	76.30%	75.73%	+12.91%
BME Ethnic Groups	62.18%	68.66%	66.80%	68.64%	69.56%	+7.38%
Christianity Faith Groups	63.31%	63.44%	70.19%	75.32%	75.96%	+12.65%
Other Faith Groups	66.98%	70.01%	71.37%	76.36%	76.64%	+9.66%
No Religion/Faith	58.43%	67.75%	66.05%	68.78%	68.23%	+9.80%
Heterosexual or Straight	62.61%	60.34%	68.93%	74.57%	75.20%	+12.59%
LGB+	62.14%	59.47%	63.85%	69.53%	67.67%	+5.53%
Care Experience	53.35%	48.90%	53.44%	54.39%	58.44%	+5.09%
Living in Most Deprived Areas (SIMD10)	57.26%	58.28%	62.27%	69.57%	67.98%	+10.72%

7.3   Retention and Attainment Gaps Summary

Protected Characteristics	2023/2024 Retention Percentage	Retention Gap	2023/2024 Attainment Percentage	Attainment Gap
All Enrolments	87.40%	N/A	74.65%	N/A
Age 19 and under	84.51%	-2.89%	70.33%	-4.32%
Age 20-24	89.71%	2.31%	80.00%	5.35%
Age 25 and Over	89.75%	2.35%	77.38%	2.73%
Female	85.31%	-2.09%	72.15%	-2.50%
Male	89.58%	2.18%	77.30%	2.65%
Trans	78.77%	-8.63%	66.04%	-8.61%
Disability - All	82.22%	-5.18%	68.05%	-6.60%
Mental Health	76.59%	-10.81%	61.35%	-13.30%
White Ethnic Groups	87.35%	-0.05%	75.73%	1.08%
BME Ethnic Groups	86.82%	-0.58%	69.56%	-5.09%
Christianity Faith Groups	89.43%	2.03%	75.96%	1.31%
Other Faith Groups	86.27%	-1.13%	76.64%	1.99%
No Religion/Faith	86.79%	-0.61%	68.23%	-6.42%
Heterosexual or Straight	88.18%	0.78%	75.20%	0.55%
LGB+	81.54%	-5.86%	67.67%	-6.98%
Care Experience	75.93%	-11.47%	58.44%	-16.21%
Living in Most Deprived Areas (SIMD10)	82.29%	-5.11%	67.98%	-6.67%

7.4 All Student Enrolments

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	29275	17918 (61.21%)
2020/2021	29464	18529 (62.89%)
2021/2022	34468	18501 (53.68%)
2022/2023	34500	18121 (52.52%)
2023/2024	26471	16090 (60.78%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	85.43%	5.69%	8.88%
2020/2021	82.60%	4.79%	12.61%
2021/2022	82.57%	5.60%	11.83%
2022/2023	87.04%	3.90%	9.06%
2023/2024	87.40%	2.74%	9.86%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	62.84%	2.75%	20.13%	14.28%
2020/2021	63.53%	4.79%	14.48%	17.20%
2021/2022	69.46%	N/A	13.07%	17.43%
2022/2023	75.26%	N/A	11.79%	12.95%
2023/2024	74.65%	N/A	12.69%	12.66%

7.5 Students by Age

7.5.1 Age 19 and under

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	11476	7487 (65.24%)
2020/2021	9966	7670 (76.96%)
2021/2022	11676	7341 (62.87%)
2022/2023	13407	8000 (59.67%)
2023/2024	11877	7196 (60.59%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	82.38%	6.83%	10.79%
2020/2021	78.17%	5.01%	16.82%
2021/2022	77.62%	6.51%	15.87%
2022/2023	84.01%	4.16%	11.83%
2023/2024	87.40%	3.02%	12.48%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	61.03%	2.64%	19.06%	17.27%
2020/2021	54.92%	6.19%	17.14%	21.76%
2021/2022	61.74%	N/A	15.82%	22.41%
2022/2023	70.66%	N/A	13.34%	16.00%
2023/2024	70.33%	N/A	16.00%	15.47%

7.5.2   Age 20-24

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	4059	3376 (83.17%)
2020/2021	4443	3663 (82.44%)
2021/2022	4499	3625 (80.57%)
2022/2023	3891	2944 (75.66%)
2023/2024	3249	2682 (82.55%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	86.20%	5.33%	8.47%
2020/2021	83.57%	4.4%	12.04%
2021/2022	82.70%	5.02%	12.28%
2022/2023	87.98%	4.04%	7.98%
2023/2024	89.71%	2.46%	7.83%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	67.21%	2.78%	16.38%	13.63%
2020/2021	65.32%	7.04%	11.42%	16.21%
2021/2022	72.34%	N/A	10.32%	17.32%
2022/2023	78.47%	N/A	9.32%	12.21%
2023/2024	80.00%	N/A	9.74%	10.26%

7.5.3   Age 25 and Over

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	13740	7055 (51.35%)
2020/2021	15055	7196 (47.80%)
2021/2022	18293	7535 (41.19%)
2022/2023	17202	7177 (41.72%)
2023/2024	11345	6212 (54.75%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	88.29%	4.65%	7.06%
2020/2021	86.83%	4.75%	8.42%
2021/2022	87.33%	4.99%	7.68%
2022/2023	90.02%	3.55%	6.42%
2023/2024	89.75%	2.54%	7.71%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	62.68%	2.83%	23.06%	11.42%
2020/2021	71.84%	2.15%	13.19%	12.82%
2021/2022	75.62%	N/A	11.71%	12.60%
2022/2023	79.10%	N/A	11.07%	9.83%
2023/2024	77.38%	N/A	12.21%	10.41%

7.6 Students by Gender

7.6.1 Female

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	15660	9251 (59.07%)
2020/2021	15566	9390 (60.32%)
2021/2022	18587	9341 (50.26%)
2022/2023	18917	9192 (48.59%)
2023/2024	13469	8054 (59.80%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	84.04%	6.19%	9.76%
2020/2021	82.15%	5.29%	12.56%
2021/2022	81.22%	6.64%	12.14%
2022/2023	86.01%	4.44%	9.55%
2023/2024	85.31%	3.4%	11.29%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	64.58%	1.69%	17.98%	15.76%
2020/2021	67.70%	1.87%	12.85%	17.57%
2021/2022	68.29%	N/A	12.85%	18.79%
2022/2023	74.28%	N/A	11.78%	13.94%
2023/2024	72.15%	N/A	13.02%	14.83%

7.6.2 Male

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	13391	8561 (63.96%)
2020/2021	13489	8990 (66.65%)
2021/2022	14696	8958 (60.96%)
2022/2023	14598	8707 (59.64%)
2023/2024	11603	7848 (67.64%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	86.99%	5.13%	7.88%
2020/2021	83.06%	4.20%	12.74%
2021/2022	83.97%	4.52%	11.51%
2022/2023	88.32%	3.3%	8.38%
2023/2024	89.58%	2.05%	8.37%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	61.04%	3.89%	22.44%	12.63%
2020/2021	59.07%	7.89%	16.22%	16.82%
2021/2022	70.78%	N/A	13.20%	16.00%
2022/2023	76.57%	N/A	11.74%	11.68%
2023/2024	77.30%	N/A	12.27%	10.42%

7.7   Students by Trans Identity

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	No Data	No Data
2020/2021	201	170 (84.58%)
2021/2022	247	230 (93.12%)
2022/2023	284	231 (81.34%)
2023/2024	259	212 (81.85%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	No Data	No Data	No Data
2020/2021	76.47%	4.71%	18.82%
2021/2022	73.48%	5.65%	20.87%
2022/2023	74.89%	6.49%	18.61%
2023/2024	78.77%	5.19%	16.04%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	No Data	No Data	No Data	No Data
2020/2021	57.06%	2.35%	17.06%	23.53%
2021/2022	57.83%	N/A	15.65%	26.52%
2022/2023	62.77%	N/A	12.12%	25.11%
2023/2024	66.04%	N/A	12.27%	21.23%

7.8 Students by Disability

7.8.1 Disability – All

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	5379	4377 (81.37%)
2020/2021	6344	4872 (76.80%)
2021/2022	7091	5043 (71.12%)
2022/2023	7415	4942 (66.65%)
2023/2024	5945	4510 (75.86%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	79.83%	7.72%	12.45%
2020/2021	77.94%	5.93%	16.13%
2021/2022	77.73%	6.56%	15.70%
2022/2023	82.05%	5.63%	12.32%
2023/2024	82.22%	3.86%	13.92%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	57.46%	1.83%	20.95%	19.76%
2020/2021	57.83%	3.75%	16.63%	21.78%
2021/2022	62.96%	N/A	14.66%	22.32%
2022/2023	68.49%	N/A	13.61%	17.90%
2023/2024	68.05%	N/A	14.15%	17.80%

7.8.2 Disability - Mental Health

Year	Number of Students Enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	2203	1854 (84.16%)
2020/2021	2714	2144 (79.00%)
2021/2022	3013	2235 (74.18%)
2022/2023	2934	2039 (69.50%)
2023/2024	2296	1828 (79.62%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	73.89%	9.71%	16.40%
2020/2021	73.13%	7.14%	19.73%
2021/2022	72.08%	8.95%	18.97%
2022/2023	77.34%	6.92%	15.74%
2023/2024	76.59%	5.74%	17.67%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	50.86%	1.02%	22.33%	25.78%
2020/2021	54.20%	1.97%	17.30%	26.54%
2021/2022	56.57%	N/A	15.42%	27.97%
2022/2023	63.62%	N/A	13.82%	22.56%
2023/2024	61.35%	N/A	15.17%	23.47%

7.9 Students by Ethnicity

7.9.1 White Ethnic Groups

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	19555	15222 (77.84%)
2020/2021	23458	15562 (66.34%)
2021/2022	26896	15524 (57.72%)
2022/2023	25918	14740 (56.87%)
2023/2024	18741	12834 (68.48%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	85.19%	5.82%	8.99%
2020/2021	82.22%	4.85%	12.93%
2021/2022	82.24%	5.72%	12.04%
2022/2023	87.12%	3.86%	9.02%
2023/2024	87.35%	2.80%	9.85%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	62.82%	3.13%	19.54%	14.50%
2020/2021	62.53%	5.44%	14.46%	17.58%
2021/2022	68.89%	N/A	12.28%	17.78%
2022/2023	76.30%	N/A	10.81%	12.89%
2023/2024	75.73%	N/A	11.62%	12.65%

7.9.2   BME Ethnic Groups

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	2755	2163 (78.51%)
2020/2021	2995	2382 (79.53%)
2021/2022	3375	2456 (72.77%)
2022/2023	3832	2557 (66.73%)
2023/2024	3528	2504 (70.97%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	86.27%	5.04%	8.69%
2020/2021	84.38%	4.49%	11.13%
2021/2022	83.39%	5.05%	11.56%
2022/2023	85.53%	4.5%	9.97%
2023/2024	86.82%	2.52%	10.66%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	62.18%	0.6%	23.58%	13.64%
2020/2021	68.66%	1.56%	14.39%	15.40%
2021/2022	66.80%	N/A	16.72%	16.48%
2022/2023	68.64%	N/A	16.94%	14.42%
2023/2024	69.56%	N/A	16.98%	13.46%

7.10 Students by Religion / Belief

7.10.1 Christianity

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	4823	3673 (76.15%)
2020/2021	6388	3831 (59.97%)
2021/2022	6926	3621 (52.28%)
2022/2023	6759	3483 (51.53%)
2023/2024	5048	3283 (65.04%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	89.24%	4.33%	6.43%
2020/2021	85.20%	4.80%	10.00%
2021/2022	83.57%	5.63%	10.80%
2022/2023	88.17%	3.65%	8.18%
2023/2024	89.43%	2.38%	8.19%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	66.98%	1.85%	18.73%	12.44%
2020/2021	70.01%	3.04%	12.02%	14.56%
2021/2022	71.37%	N/A	12.18%	16.40%
2022/2023	76.36%	N/A	11.75%	11.89%
2023/2024	76.64%	N/A	12.78%	10.58%

7.10.2 Other Faith Groups

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	1773	1347 (75.97%)
2020/2021	1945	1545 (79.43%)
2021/2022	2208	1623 (73.51%)
2022/2023	2479	1756 (70.84%)
2023/2024	2305	1733 (75.18%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	86.24%	5.19%	8.57%
2020/2021	84.34%	4.40%	11.26%
2021/2022	83.92%	5.55%	10.54%
2022/2023	85.14%	4.33%	10.54%
2023/2024	86.27%	2.89%	10.85%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	58.43%	0.29%	26.21%	15.07%
2020/2021	67.75%	1.75%	14.93%	15.57%
2021/2022	66.05%	N/A	18.05%	15.90%
2022/2023	68.78%	N/A	16.32%	14.90%
2023/2024	68.23%	N/A	17.64%	14.13%

7.10.3 No Religion/Faith

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	12182	10289 (84.46%)
2020/2021	15903	11264 (70.83%)
2021/2022	17985	11586 (64.42%)
2022/2023	17522	10609 (60.55%)
2023/2024	13163	9370 (71.18%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	83.45%	6.67%	9.88%
2020/2021	80.67%	4.99%	14.34%
2021/2022	81.46%	5.89%	12.65%
2022/2023	86.09%	4.14%	9.77%
2023/2024	86.79%	2.76%	10.45%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	62.61%	2.77%	18.46%	16.16%
2020/2021	60.34%	5.93%	14.64%	19.09%
2021/2022	68.93%	N/A	12.46%	18.57%
2022/2023	74.57%	N/A	11.48%	13.95%
2023/2024	75.20%	N/A	11.60%	13.20%

7.11 Students by Sexual Orientation

7.11.1 Heterosexual or Straight

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	16414	13343 (81.29%)
2020/2021	21366	14250 (66.69%)
2021/2022	23686	14275 (60.27%)
2022/2023	22725	13143 (57.83%)
2023/2024	17174	11841 (68.95%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	85.11%	5.97%	8.92%
2020/2021	82.64%	4.91%	12.46%
2021/2022	82.84%	5.63%	11.54%
2022/2023	87.04%	3.86%	9.10%
2023/2024	88.18%	2.57%	9.26%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	63.31%	2.62%	19.50%	14.56%
2020/2021	63.44%	5.53%	13.90%	17.12%
2021/2022	70.19%	N/A	12.59%	17.16%
2022/2023	75.32%	N/A	11.66%	13.02%
2023/2024	75.96%	N/A	12.18%	11.86%

7.11.2 Lesbian, Gay, Bisexual and Other Sexual Orientation (LGB+)

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	1751	1516 (86.58%)
2020/2021	2261	1779 (78.68%)
2021/2022	2740	1862 (67.96%)
2022/2023	2861	1877 (65.61%)
2023/2024	2206	1663 (75.38%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	80.61%	7.19%	12.20%
2020/2021	76.67%	5.45%	17.88%
2021/2022	77.44%	6.66%	15.90%
2022/2023	82.47%	5.22%	12.31%
2023/2024	81.54%	3.85%	14.61%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	62.14%	0.66%	17.88%	19.33%
2020/2021	59.47%	1.58%	15.73%	23.22%
2021/2022	63.85%	N/A	13.63%	22.52%
2022/2023	69.53%	N/A	12.98%	17.49%
2023/2024	67.67%	N/A	13.85%	18.48%

7.12   Care Experienced Students

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	1248	1104 (88.46%)
2020/2021	1708	1142 (66.86%)
2021/2022	1248	1090 (87.34%)
2022/2023	1469	964 (65.62%)
2023/2024	1100	885 (80.45%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	76.54%	11.05%	12.41%
2020/2021	73.47%	5.78%	20.75%
2021/2022	71.10%	8.26%	20.64%
2022/2023	75.52%	8.20%	16.29%
2023/2024	75.93%	4.41%	19.66%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	53.35%	1.63%	22.01%	23.01%
2020/2021	48.90%	1.93%	22.74%	26.43%
2021/2022	53.44%	N/A	17.54%	28.83%
2022/2023	54.39%	N/A	21.44%	24.16%
2023/2024	58.44%	N/A	17.55%	24.01%

7.13　Students Living in Most Deprived Areas (SIMD10)

Year	Number of Students enrolled	Number of students on programmes leading to recognised qualifications
2019/2020	1765	1247 (70.65%)
2020/2021	1877	1342 (71.50%)
2021/2022	1878	1232 (65.60%)
2022/2023	1818	1144 (62.93%)
2023/2024	1633	1107 (67.79%)

Year	Retention Completed/Current	Early Withdrawal	Further Withdrawal
2019/2020	79.55%	8.18%	12.27%
2020/2021	79.66%	5.51%	14.83%
2021/2022	78.17%	6.74%	15.10%
2022/2023	83.39%	5.16%	11.45%
2023/2024	82.29%	3.61%	14.09%

Year	Attainment Completed Successfully	Null/Covid	Partial Success	Unsuccessful
2019/2020	57.26%	2.49%	19.89%	20.37%
2020/2021	58.28%	4.70%	16.72%	20.30%
2021/2022	62.27%	N/A	15.89%	21.68%
2022/2023	69.57%	N/A	13.81%	16.62%
2023/2024	67.98%	N/A	14.09%	17.93%

8   Gender Balance in Curriculum

The curriculum of Edinburgh College is delivered within four main faculties:

- Construction and Engineering – Construction and Built Environment, and Engineering
- Creative Industries – Computing, Performance Arts and Photography, Media Music and Sound Production, and Art and Design
- Health, Wellbeing and Social Science – Health Professions and Social Services, Childhood Practice and SVQ Provision, Social Sciences and Integrated Curriculum Services, Sports and Fitness, and Routes into Education or Employment
- Tourism, Hospitality and Business – Professional Cookery, Hospitality and Events, Travel and Tourism, Hair Beauty and Complimentary Therapies, Professional Learning and Qualifications, College Based ESOL, Enterprise and Commerce, and Community Based ESOL and Modern Languages

The gender imbalance gaps for all enrolments and those on programmes leading to recognised qualifications are illustrated under each faculty. Negative figures indicate more male students than female students.

8.1   All enrolments

8.1.1   Construction and Engineering

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	6222	(23.30%) 1450	(76.28%) 4746	-52.97%
2020/2021	5862	(16.26%) 953	(82.38%) 4829	-66.12%
2021/2022	7424	(18.94%) 1406	(72.72%) 5399	-53.78%
2022/2023	6324	(16.29%) 1030	(76.20%) 4819	-59.91%
2023/2024	6351	(14.00%) 889	(70.21%) 4459	-56%

8.1.2 Creative Industries

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	4295	(48.27%) 2073	(50.08%) 2151	-1.82%
2020/2021	4000	(44.48%) 1779	(53.78%) 2151	-9.30%
2021/2022	3815	(48.89%) 1865	(48.68%) 1857	0.21%
2022/2023	3962	(46.90%) 1858	(50.30%) 1993	-3.40%
2023/2024	4028	(48.61%) 1958	(48.78%) 1965	0%

8.1.3 Health, Wellbeing and Social Science

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	8419	(63.89%) 5379	(35.48%) 2987	28.41%
2020/2021	9669	(67.37%) 6514	(30.99%) 2996	36.38%
2021/2022	10679	(66.30%) 7080	(31.76%) 3349	34.54%
2022/2023	10545	(66.27%) 6988	(32.04%) 3379	34.23%
2023/2024	6639	(64.96%) 4313	(33.74%) 2240	31%

8.1.4   Tourism, Hospitality and Business

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	10232	(65.54%) 6706	(33.75%) 3453	31.79%
2020/2021	9784	(63.70%) 6514	(35.30%) 3454	28.39%
2021/2022	12357	(65.61%) 8107	(32.87%) 4030	32.73%
2022/2023	12259	(66.89%) 8200	(31.58%) 3871	35.31%
2023/2024	9097	(66.75%) 6072	(31.03%) 2823	36%

8.2   Enrolments for programmes leading to recognised qualifications

8.2.1   Construction and Engineering

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	3778	(10.38%) 392	(89.41%) 3378	-79.04%
2020/2021	3941	(10.25%) 404	(89.44%) 3525	-79.19%
2021/2022	4571	(10.33%) 472	(89.17%) 4076	-78.84%
2022/2023	4081	(8.60%) 351	(91.03%) 3715	-82.43%
2023/2024	3630	(8.35%) 303	(91.27%) 3313	-82.92%

8.2.2 Creative Industries

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	3533	(44.86%) 1585	(53.72%) 1898	-8.86%
2020/2021	3683	(43.31%) 1595	(55.15%) 2031	-11.84%
2021/2022	3265	(46.25%) 1510	(51.30%) 1675	-5.05%
2022/2023	2906	(44.91%) 1305	(52.44%) 1524	-7.54%
2023/2024	2953	(44.56%) 1316	(52.56%) 1552	-7.99%

8.2.3 Health, Wellbeing and Social Science

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	5401	(69.84%) 3772	(29.46%) 1601	40.20%
2020/2021	5854	(71.03%) 4158	(27.91%) 1634	43.12%
2021/2022	5830	(70.77%) 4126	(27.75%) 1618	43.02%
2022/2023	5802	(68.18%) 3956	(30.27%) 1756	37.92%
2023/2024	4790	(67.47%) 3232	(31.36%) 1502	36.12%

8.2.4 Tourism, Hospitality and Business

Year	Total Enrolments	Female Percentage	Male Percentage	Gender Imbalance Gap
2019/2020	5099	(67.66%) 3450	(31.97%) 1630	35.69%
2020/2021	4902	(64.16%) 3145	(35.52%) 1741	28.64%
2021/2022	4643	(66.85%) 3104	(32.91%) 1528	33.94%
2022/2023	4836	(67.54%) 3266	(31.87%) 1541	35.67%
2023/2024	4382	(68.10%) 2984	(31.20%) 1367	36.90%

9 Student Equality Profile 2023 to 2024

9.1 Total Number of Students

23,159 unique students studied with Edinburgh College in the academic year 2023 to 2024.

9.2 Age Groups

The percentage of students over 25 has reduced from 50% (2021/2022) to 41.51%. This was likely caused by the withdrawal of the Flexible Workforce Development Fund (FWDF) in early 2024, a funding stream which enabled businesses to access training for their employees to help address skills gaps.

Student Age Groups	Percentage of Students in 2021/2022	Percentage of Students in 2023/2024
Under 16	15%	18.55%
16-17	11%	14.96%
18-19	11%	12.62%
20-24	13%	12.36%
25 and over	50%	41.51%

9.3 Gender

The percentage of male students remained the same as 2021/2022 (43%). The percentage of female students has reduced by 2% from 53% (2021/2022) to 51% (2023/2024), whereas the percentage of prefer not to say/not known has increased by the same amount.

Gender	Percentage of Students in 2021/2022	Percentage of Students in 2023/2024
Female	53%	51%
Male	43%	43%
Prefer not to say	4%	5%
Not Known	No Data	1%

9.4   Gender Identity

2023/2024	Percentage of Students Identified as Trans	Percentage of Students has Same Gender Identity as Birth
Yes	1.02%	71.33%
No	68.53%	1.75%
Prefer not to say	9.44%	20.50%
Not known	21.00%	6.43%

9.5   Disability

22.31% of students (26.81% in 2021/2022) stated that they have a disability. A significant percentage (8.66%) stated that they have a mental health condition.

Type of Disability	Percentage of Students in 2021/2022	Percentage of Students in 2023/2024
Learning difficulty	9.81%	5.25%
Developmental disorder	2.58%	4.19%
Long-term illness, disease or condition	1.95%	2.49%
Mental health condition	8.46%	8.66%
Physical disability	0.78%	1.07%
Deafness or partial hearing loss	0.76%	0.89%
Blindness or partial sight loss	0.32%	0.41%
Learning disability	0.2%	2.26%
Other disability impairment or medical condition	1.94%	0.00%

9.6   Ethnicity

In 2023/2024, 70.22% (76.23% in 2021/2022) of our students were of White ethnic groups and 12.85% (9.52% in 2021/2022) were of BME ethnic groups. The percentage of prefer not to say has increased from 2.93% (2021/2022) to 6.84% (2023/2024).

Ethnic Groups	Percentage of Students in 2021/2022	Percentage of Students in 2023/2024
White	76.23%	70.22%
Mixed	1.45%	1.59%
Asian	3.49%	5.10%
Caribbean & Black	0.68%	0.70%
African	1.94%	2.89%
Other	1.95%	2.57%
Prefer not to say	2.93%	6.84%
Not known	11.10%	10.09%

9.7   Religion

The percentages of students with no religion or of different religious groups remained similar to 2021/2022. The only notable increase is the percentage for Muslim, from 3.96% (2021/2022) to 6.17% (2023/2024).

Religion	Percentage of Students in 2021/2022	Percentage of Students in 2023/2024
None	50.92%	49.86%
Christian: Protestant	7.00%	5.36%
Christian: Roman Catholic	8.01%	7.52%
Christian: Other	4.25%	5.52%
Muslim	3.96%	6.17%
Buddhist	0.36%	0.39%
Sikh	0.19%	0.16%
Jewish	0.10%	0.09%
Hindu	0.28%	0.44%
Another religion or body	1.12%	0.98%
Prefer not to say	23.80%	23.52%

9.8   Sexual Orientation

There are no signification variations in this protected characteristic between the percentages of 2021/2022 and 2023/2024.

Sexual Orientation	Percentage of Students in 2021/2022	Percentage of Students in 2023/2024
Heterosexual/straight	65.75%	63.75%
Gay man	1.42%	1.19%
Gay woman/lesbian	1.07%	1.20%
Bisexual	4.06%	4.75%
Other	1.42%	1.33%
Prefer not to say	26.28%	27.78%

9.9   Scottish Index Multiple Deprivation (SIMD)

SIMD Groups	Percentage of Students in 2023/2024
1 (Most deprived)	6.20%
2	8.99%
3	11.73%
4	13.77%
5	7.28%
6	8.75%
7	7.93%
8	9.19%
9	8.58%
10 (Least deprived)	13.37%
Unknown	4.20%

9.10   Care Experience

Care Experienced	Percentage of Students in 2023/2024
Yes	4.05%
No	65.40%
Prefer not to say	30.55%

9.11 Caring Responsibilities

5.25% of our students stated that they have caring responsibilities. The breakdown of the types of responsibilities is as follows:

Caring Responsibilities	Percentage of Students in 2023/2024
Disabled child / children under 18	0.84%
Child / children under 18	0.98%
Adult(s) 18 and over	3.10%
Prefer not to say	0.33%

10 Equal Pay Statement

10.1 Introduction

Edinburgh College supports the principles of Equal Pay and is committed to ensuring that there are procedures in place to determine pay and conditions of employment do not discriminate unlawfully and are free from bias.

It is in the College's interest and best practice to operate a pay system that is transparent and is based on objective criteria. The College is committed to acting to ensure that equal pay is in place for like work, work rated as equivalent and work of equal value. To this end, the College is part of a national job evaluation project involving all support staff. As part of the procurement of the national system, which is provided by FEDRA, the exercise ensured that it had been tested for equalities and would not discriminate on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex, or sexual orientation.

The number of employees from a minority ethnic background are low. The College continues to monitor employees with these protected characteristics in order to ensure that individuals belonging to these groups are not unfairly treated in regard to pay and grading. The College believes that in eliminating bias from pay systems it is promoting positive relations amongst employees, students and the wider community.

This Equal Pay Statement document provides information in relation to the action already taken by Edinburgh College in furtherance of its commitment to Equal Pay.

10.2 Scope

The principle of Equal Pay applies to all employees of Edinburgh College regardless of full or part-time status, fixed term or permanent contractual status or length of service or any protected characteristic.

10.3 Objective

The objective of this Statement is to demonstrate the College's commitment to Equal Pay by detailing the steps taken to date. A further objective is to identify future actions to support good practice to eliminate bias from pay systems and to eliminate any unfair, unjust or unlawful practices that impact on pay. This will be achieved in consultation with employees and union representatives.

This statement aims to ensure fair and equal pay and treatment of all staff regardless of any protected characteristic and to work towards the removal of occupational segregation.

10.4   Definitions

For the purposes of this Statement and in line with relevant legislation, pay is defined as:

"The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his/her employment from his/her employer."

Pay therefore includes pensions and sick pay as well as other benefits of monetary value.

"Like work" is defined as work which is the same or broadly similar. This can be determined by a general consideration of the types of work involved and the skill and knowledge required to do them. Different job titles, job descriptions or contractual obligations do not necessarily rule out a like work claim.

"Work of equal value" is defined as work which is of broadly equal value when compared under headings such as effort, skill and decision making.

"Work rated as equivalent" is defined as work which has achieved the same or a similar number of points under a job evaluation scheme.

10.5   Responsibilities

Ultimately, it is the responsibility of the Board of Edinburgh College to ensure that employees are treated equitably. It is the responsibility of the Principal to ensure that the actions to implement the Equal Pay Statement.

Specific responsibilities for the development and correct implementation of procedures that determine pay lie with the Director of HR and OD.

Line managers are responsible for ensuring that they apply procedures relating to recruitment and selection, flexible working, time off and salary placement consistently and appropriately. Line managers are advised and supported by the HR Department in the operation of these procedures.

Line managers are also responsible for ensuring that job descriptions accurately reflect the duties undertaken by the post-holder to enable an accurate evaluation of roles.

The Director of HR and OD is responsible for ensuring that this Statement is revised and maintained.

10.6   Operation of Equal Pay

Our Recruitment and Selection process has been designed to be as transparent and fair as possible, including the use of transparent interviewing (sharing interview questions with candidates before the interview) and our guaranteed interview scheme

(applicants who are disabled, from a care background, are a veteran or reservist or from a minority ethnic background are guaranteed an interview as long as they meet the essential criteria for a job).   We are objective in the criteria which we use, and personal information is withheld during the recruitment process. We monitor recruitment equality data for disability and ethnicity and assess the equality impact of the process to check for potential bias. We offer a wide range of flexible working policies which should assist our employees in maintaining a good work-life balance.

The College has operated an analytical job evaluation scheme for all support posts since 2015. In 2017, the Colleges Scotland Employers' Association and Trade Unions, as part of the National Joint Negotiating Committee, agreed to a National Role Evaluation Process for Professional Services Staff. The Further Education Role Analysis System or 'FEDRA' is yet to be implemented and until that point the College will continue to operate its current analytical job evaluation of all support and management roles to promote equal pay. As part of the national bargaining implemented across the Further Education College sector in 2016, the rates of pay, placement of starting points for new employees and main terms and conditions of employment are subject to national agreements.

10.7   References

[Scotland's Colleges, Close the Gap – Equal Pay Reviews and Job Evaluation, Guidance for Scotland's Colleges](#)

[Equal Opportunities Commission – Code of Practice on Equal Pay](#)

[Close the Gap – Guidance for meeting the specific duty on Equal Pay](#)

[Edinburgh College Equality Diversity and Inclusion Policy](#)

10.8 Equal Pay Gaps: Gender, Ethnicity and Disability

This section sometimes refers to gender, with regard to females/males only for reporting purposes. The College recognises and respects that some people experience gender differently (for example, people who identify as transgender or non-binary).

10.8.1 Gender Pay Gap

This section refers to the balance of Gender pay within Edinburgh College. The gender pay gap is the difference between men's and women's average hourly earnings. The workforce is predominately female, with 57% female employees and 43% male.

Edinburgh College's mean gender pay gap has decreased from the previous report in 2023 by 1.3 percentage points to 3.2%. This is significantly lower than the overall mean pay gap in Scotland (8.3%) and public sector (8.8%).[2]

Gender Mean Pay Gap	2020	2021	2022	2023	2024
Edinburgh College	3.1%	2.5%	4.5%	3.9%	3.2%
Scotland	11.1%	10.1%	10.4%	6.4%	8.3%
Public Sector	11.9%	12.5%	9.7%	5.7%	8.8%

The median pay gap is 8.5% which is a slight decrease of 0.9% from the previous report, although the figure did rise in 2023. As around 40% of college employees are on the same salary (point 5 of the National Lecturer pay scale) the mean pay gap is a more useful measure for analysis. This is lower than the overall median pay gap in Scotland which is 9.2% and slightly higher than the Public Sector which is 8.2%.

Gender Median Pay Gap	2020	2021	2022	2023	2024
Edinburgh College	1.8%	0%	9.4%	14.2%	8.5%
Scotland	11.1%	11.6%	11.8%	8.3%	9.2%
Public Sector	10.4%	10.4%	11.7%	4.0%	8.2%

In general, there are three main reasons for a pay gap within an organisation.

- Occupational, or job segregation, where women and men do different types of work, or women tend to be clustered at more junior grades within organisations.
- Lack of flexibility in working practices, which means that women who tend to have more caring responsibilities, find it hard to balance work and family life.

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[2] Gender pay gap - Office for National Statistics

- Pay structures that have a different impact on women and men (e.g. ones that allow negotiations about a starting salary). This is not an issue for Edinburgh College, due to the fixed local and national pay scales and clear policies on salary placement for new starters.

The table below shows that occupational segregation does appear to be a cause of the gender pay gap at Edinburgh College.

Staff Group	Percentage of Employees Male	Percentage of Employees Female	Mean Pay Gap	Median Pay Gap
Support	38.9%	61.1%	2.6%	0.0%
Teaching	47.8%	52.2%	-0.6%	0.0%
Management	41.4%	58.6%	5.1%	0.0%

There is a higher proportion of female employees in lower paid support roles. In addition, there is a small pay gap of 2.6% indicating that female employees are more likely to be employed on the lower support grades.

Within teaching roles, there is a greater gender balance in terms of employees. However, there is a negative pay gap as there are more female lecturers on the top of the salary band. In general, it is difficult to identify any pay gaps within teaching roles due to the fixed national pay structure, meaning that there is little variation in pay for teaching employees.

Although there is a slightly higher proportion of women in management roles compared to the College average, there is a significant mean pay gap of 5.1% as four out of five members of the executive team are men and within the support staff managers group, men are generally in higher paid roles. The average salary of a female manager is £54,317 compared to £56,971 for a male manager.

The table below shows the split of employees and the gender pay gap for full and part time employees.

Staff Group	Percentage of Employees Male	Percentage of Employees Female	Mean Pay Gap	Median Pay Gap
Full Time	51.6%	48.4%	1.7%	9.4%
Part Time	27%	73%	2.9%	7.3%

There are almost three times as many female part-time employees as male part-time employees. Although the pay gaps are only small, the mean pay gap for part-time staff is almost double that of full-time. This indicates that flexibility is a factor in the gender pay gap at Edinburgh College.

The table below shows the gender split according to salary bands. The significant difference is within the lowest salary band where 68.2% are females compared to 31.8% males.

Salary Band	Male	Female
£20,000 -£30,000	31.8%	68.2%
£30,001 - £50,000	45.9%	54.1%
£50,001 - £75,000	44.3%	55.7%
Over £75,000	46.2%	53.8%

10.8.2 Ethnicity Pay Gap

This section refers to the balance of pay within Edinburgh College for white and BME employees. 3.6% of employees have declared that they have a BME background.

The mean ethnicity pay gap is 13.3% which is an increase of 1.1% from 2022. The median ethnicity pay gap is 22.8%, which is a decrease of 2.7% from the previous report.

Ethnicity Pay Gap	2020	2021	2022	2023	2024
Mean Pay Gap	12.5%	11.8%	12.2%	13.0%	13.3%
Median Pay Gap	33.4%	30.2%	25.5%	28.2%	22.8%

As with gender, there is an issue with occupational segregation, with BME employees much more likely to be employed in lower paid roles as shown in the table below.

Staff Group	Percentage of BME employees	Mean Pay Gap	Median Pay Gap
Support	6.4%	4.7%	7.5%
Teaching	2.3%	-0.9%	0.0%
Management	0.9%	7.7%	0.0%

The percentage of BME employees is highest in the lower paid support roles. In addition, there is a 4.7% pay gap which shows that the majority of the BME employees are employed on the lower grades.

Within teaching roles, there is a lower proportion of BME employees, however there is a negative pay gap as there are more BME lecturers on the top of the salary band.

BME employees are significantly underrepresented in management roles, with only 0.9% of employees having a BME background. As a result, there is a 7.7% mean pay gap among managers.

The table below shows the ethnicity pay gap for full and part time employees.

Staff Group	Percentage of BME employees	Mean Pay Gap	Median Pay Gap
Full time	4.2%	11.9%	18.1%
Part time	3.8%	16.8%	24.8%

There is not a significant difference between BME representation between full-time and part-time employees. However, as with the gender pay gap there does appear to be an issue with flexibility as the ethnicity pay gap is significantly higher for part-time employees.

The table below shows the ethnicity split according to salary bands. As previously mentioned, the majority of the BME employees are employed on the lower grades.

Salary Band	White	BME	Prefer not to say	Not Known
£20,000 -£30,000	81.8%	8.9%	1.0%	8.3%
£30,001 - £50,000	90.3%	2.7%	1.5%	5.4%
£50,001 - £75,000	94.3%	1.4%	1.4%	2.9%
Over £75,000	92.3%	0.0%	0.0%	7.7%

10.8.3   Disability Pay Gap

This section refers to the balance of pay within Edinburgh College for disabled and non-disabled employees. 13.6% of Edinburgh College employees have declared a disability.

The mean disability pay gap is 3.2% which is a slight increase of 0.1% from the previous report. The median pay gap is 5.2% which is a decrease of 3.7% from the 2023 report.

Disability Pay Gap	2020	2021	2022	2023	2024
Mean Pay Gap	2.5%	2.8%	3.1%	5.2%	3.2%
Median Pay Gap	14.3%	10.7%	8.9%	13%	5.2%

The table below shows the occupational segregation of disabled employees.

Staff Group	Percentage of disabled employees	Mean Pay Gap	Median Pay Gap
Support	16.2%	-1.8%	0.0%
Teaching	12.0%	0.0%	0.0%
Management	10.8%	4.3%	-0.7%

There is a higher proportion of disabled employees in the lower paid support roles, however there is a negative pay gap for support employees, indicating that there are more disabled employees on the higher grades.

Within teaching roles, the proportion of disabled employees is similar to the overall average and there is no disability pay gap.

Again, disabled employees are underrepresented in management roles and there is a disability pay gap of 4.3% among managers, although this is lower than the ethnicity and gender pay gaps.

The table below shows the disability pay gap for full and part-time employees.

Staff Group	Percentage of disabled employees	Mean Pay Gap	Median Pay Gap
Full time	13.1%	5.3%	14.2%
Part time	14.6%	-1.6%	-7.7%

Unlike the gender and ethnicity pay gaps, the disability pay gap for part-time employees is negative, with a higher pay gap for full time employees.

This indicates that flexibility is not as much of an issue for disabled employees, with part-time disabled employees paid more on average than their non-disabled colleagues. There is also more of a balance of the proportion of full and part-time disabled employees, with only a small difference between the groups.

The table below shows the percentage of non-disabled and disabled employees according to salary bands. Disabled employees are evenly represented between different bands with the exception of those earning over £75,000.

Salary Band	Not Disabled	Disabled	Prefer not to say	Not Known
£20,000 -£30,000	64.1%	14.1%	3.1%	18.8%
£30,001 - £50,000	62.0%	13.7%	4.2%	20.0%
£50,001 - £75,000	67.1%	15.7%	1.4%	15.7%
Over £75,000	84.6%	0.0%	0.0%	15.4%

11   Future Significant EDI Initiatives

11.1   Becoming a College of Sanctuary

Edinburgh College has signed an organisational pledge committing the College to work towards becoming a College of Sanctuary during the academic year 2024/2025. The College of Sanctuary award (developed and overseen by the wider City of Sanctuary network) recognises, and seeks to enhance, the work colleges do in providing support and opportunity for refugees, asylum seekers and those seeking sanctuary in the UK. As part of the process, the College has established an internal staff working group that will engage with sanctuary seeking students, identify opportunities to enhance our support and seek to raise awareness among the wider student and staff cohort of the challenges faced by those seeking sanctuary.

11.2   Bright Green Hydrogen

The Construction and Engineering department is working in partnership with Bright Green Hydrogen to deliver renewable energy sessions in Wind, Solar and Hydrogen to primary 6, 7 and S1 pupils. Delivering sessions in primary and early secondary means we can promote careers in STEM to female pupils at an earlier age and demonstrate the wide range of skills and knowledge that are applicable in Engineering and Construction careers. We hope that the sessions will engage and motivate the students to make choices in their secondary education that will enable them to pursue further studies in STEM.

11.3   Instil Fairness and Equality in AI Principles

An Artificial Intelligence (AI) Advisory Group with multi-disciplinary staff was set up in October 2024 to work collaboratively to share practice, ideas and concerns with the aim of establishing clear and accessible principles and guidance and appropriate tools that will enable all staff and students to work safely and confidently with AI within agreed and supported parameters. A set of eight principles have been developed and approved by the College. The guidance underpins the inclusion of fairness and equality when using AI within the College. The AI principles further strengthen the College's approach in mainstreaming EDI in everything we do in the fast-changing technological world.

11.4   International Programme

The College's International team continues to welcome international student groups to our campuses, with recent groups from Brazil, Panama, Germany, Spain, Japan and China studying a range of programmes including English language, teacher training, and vocational courses where they infill into classes and study in College alongside home students. Each year the team supports an annual multi-nationality International Summer School, welcoming students from across the world to study English language while enjoying a summer in Edinburgh. We also continue to work closely with the British Council and have taken part in several mentoring projects with vocational

colleges across the African continent, with recent and ongoing projects in Tanzania, Ghana and Malawi focusing on capacity building, curriculum development, employer engagement and entrepreneurship. Our International Programme provides a pivotal role for Edinburgh College to share international learning experiences both at home and globally.

12   End of Document